DOCUMENT RESUME

ED 235 628 EC 160 480

AUTHOR Horvath, Lester J.; And Others
TITLE Special Education Program Evaluation: A Management Tool. Training Manual. First Edition.
INSTITUTION Associates in Professional Technologies, Inc., West Hartford, CT.; Massachusetts State Dept. of Education, Boston. Div. of Special Education.
PUB DATE Jun 81
NOTE 114p.; For related document, see EC 160 479.
AVAILABLE FROM Massachusetts Department of Education, 1385 Hancock St., Quincy, MA 02169 (Publication No. 12428, no price quoted).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Administrators; Data Collection; Decision Making; *Disabilities: Elementary Secondary Education; *Evaluation Methods; *Inservice Education; *Management Development; Needs Assessment; *Program Evaluation

ABSTRACT

The manual is intended to help administrators evaluate special education programs. Information is organized according to 11 training activities designed for a one day inservice session. Introductory information reviews the purposes of training, and provides suggestions for trainers in planning, conducting, and following up the session. Activities are addressed in terms of the following information: training objective; time required; materials needed; method; introduction; and step-by-step procedures for completing the activity, including lead-ins for the succeeding activity. Activities deal with data collection; determination of sample size; special education enrollment comparisons; data analysis and decision making; reports; needs assessment and training evaluation; program evaluation theories; goals, objectives, and evaluation questions; and alternate sampling procedures. Handout masters and overhead transparency masters are provided. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED235628

SPECIAL EDUCATION PROGRAM EVALUATION: A MANAGEMENT TRAINING MANUAL

EC 160 480

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
P. S. Nelson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The Massachusetts Department of Education

TRAINING MANUAL

FOR

SPECIAL EDUCATION PROGRAM EVALUATION

A MANAGEMENT TOOL

1981

DEVELOPED BY: ASSOCIATES IN PROFESSIONAL TECHNOLOGIES, INC.

Box 7-125
West Hartford, Ct. 06107

Lester J. Horvath

Judith Micciulla

Rebecca McGlamery

Dinoo Dastur

Robert K. Gable

Nancy Klein

Wendel Walton

WITH
MASSACHUSETTS DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION

Program Evaluation Advisory Committee

Edward Bacherman, representative
Massachusetts Association of School Committees
Comprehensive System of Personnel Development Council Chairperson

Henry Clark, representative
Massachusetts Association of 766 Approved Private Schools

Mary Gaynor
Bureau of Program Audit and Assistance

Priscilla Owen McPhee
Inservice Training Coordinator

Judy Riegelhaupt, Division of Special Education
Assistant Associate Commissioner

Dr. Emile Rosenberg, representative
Massachusetts Association of Administrators for Special Education

Geraldine Rowley Ryan
Coordinator, Comprehensive System of Personnel Development

Donald Sommer
Regional Special Education Director, Pittsfield

Beth Strassberg
Regional Liaison, Comprehensive System of Personnel Development, Southeast

1st Edition: June, 1981

MASSACHUSETTS BOARD OF EDUCATION

Anne H. McHugh, Chairperson

James L. Green, Vice-Chairperson

John W. Bond

Millie R. Clements

James P. Doherty

James R. Grande

Howard A. Greis

Charles T. Grigsby

Mary Ann Hardenbergh

Armando Martinez

Edwin M. Rossman

Donald R. Walker

Gregory R. Anrig
Commissioner of Education

Ex Officio Member:
Laura B. Clausen
Chancellor, Board of High Education

DIVISION OF SPECIAL EDUCATION

Roger W. Brown

Associate Commissioner

Paulette J. Meleen, Director

Bureau of Program Development and Evaluation

The Massachusetts Department of Education insures equal employment/educational opportunities/affirmative action regardless of race, color, creed, national origin or sex, in compliance with Title IX, or handicap in compliance with Section 504.

Publication #12428-100-58-6-81-cr, approved by Alfred C. Holland, Purchasing Agent

Division of Special Education

The Commonwealth of Massachusetts
Department of Education

31 St. James Avenue, Boston, Massachusetts 02116

June 12, 1981

Dear Colleague:

This training manual and accompanying handbook Special Education Program Evaluation: A Management Tool mark the initiation of a significant inservice training effort by the Division of Special Education. This effort is in response to a high priority need identified by local education agencies, 766 approved private schools, and collaboratives throughout the state.

The intent of these products is to provide administrators with a viable and efficient mechanism for examining the "quality aspects" of those special education services they provide or contract to provide. We recognize that the evaluation model described within these products is by no means the sole solution to the difficult task administrators encounter in undertaking program evaluation. However, the model does include instruments for data collection which were designed to take into account the fundamental educational goals established for all children in the Commonwealth, and in keeping with the mandates of Chapter 766. The concern of administrators for time constraints, manageability, and burden of reporting have all been taken into consideration. Further the model can be adapted, modified or expanded to address particular areas of local concern.

Our common purpose throughout this effort has been to develop in a timely fashion products which will serve as tools to promote more efficient agency management.

I wish you success in this endeavor as you implement the model in your system and as you train colleagues in its utilization.

Best wishes,

Roger W. Brown

Roger W. Brown
Associate Commissioner

Enclosure

TABLE OF CONTENTS

SECTION 1	INTRODUCTION TO THE TRAINING MANUAL		1
SECTION 2	TRAINING ACTIVITIES		3
MORNING SESSION	ACTIVITY 1:	INTRODUCTION TO TRAINING SESSION	8
	2:	DATA COLLECTION STRATEGIES	11
	3:	DETERMINING THE CORRECT SAMPLE SIZE	18
	4:	MAKING SPECIAL EDUCATION ENROLLMENT COMPARISONS	23
	5:	ANALYZING THE DATA & MAKING RECOMMENDATIONS	25
	6:	REPORTING THE EVALUATION RESULTS	29
	7:	NEEDS ASSESSMENT & TRAINING EVALUATION	33
AFTERNOON SESSION	8:	THEORIES OF PROGRAM EVALUATION	36
	9:	GOALS, OBJECTIVES & EVALUATION QUESTIONS	41
	10:	ALTERNATE SAMPLING PROCEDURES	45
	11:	NEEDS ASSESSMENT & TRAINING EVALUATION	47
SECTION 3	HANDOUT MASTERS		49
SECTION 4	OVERHEAD TRANSPARENCY MASTERS		67
APPENDIX A	PRETRAINING TEST FOR TRAINERS		103
B	TECHNICAL ASSISTANCE FOR ALTERNATIVE EVALUATION DESIGNS		107
C	SAMPLE FINAL REPORT		113
D	SUMMARY EVALUATION FORM		121
E	NEEDS ASSESSMENT SURVEY		123

INTRODUCTION

The manual is designed as a guide for training school district representatives to make the most effective use of the Handbook called Special Education Program Evaluation: A Management Tool. This Training Manual is designed to help the trainer teach others to conduct a special education program evaluation with ease and confidence. Following the step by step procedures set out in the manual, the trainer will devote two sessions to the development of confident and competent program evaluators.

A full morning's session using the five activities and accompanying overheads and handouts provided in this manual will prepare a potential evaluator to utilize the procedures needed to conduct a thorough special education program evaluation. An optional session involves activities which go beyond the specific evaluation process and examines the "whys" behind the "how-to's".

PURPOSES OF TRAINING

The three basic purposes for conducting training for special education program evaluation are: (1) producing an attitudinal change in potential evaluators regarding the feasibility of evaluation, (2) imparting information to potential evaluators to develop confidence and competence in conducting evaluations and (3) training potential evaluators to apply specific skills in actually conducting special education program evaluations.

1. Producing an attitudinal change:

   Program evaluation is an essential task because it provides a unique data base from which a school district can make decisions. Such data are powerful allies in the struggle for local, state and federal dollars. Systematic program evaluation enables school administrators to monitor their programs and secure facts and figures which can then be readily available for a variety of purposes. In other words, systematic evaluation helps administrators do their jobs better by providing data for planning, monitoring programs and providing accountability. It is a worthwhile management tool.

   Resistant attitudes of overworked staff can be changed as a result of understanding the mechanics of an evaluation system and having the ability to conduct an evaluation which will yield valuable results. If they believe the product will be helpful, staff will be willing to invest time and energy in the process.

2. Imparting information:

   The second purpose for this training session is the actual imparting of information. This didactic aspect of the session will require the trainer to teach participants the key concepts related to evaluation. These concepts include both general knowledge about program evaluation and the specific five-stage evaluation process used in the recommended

model set forth in the Handbook called Special Education Program Evaluation: A Management Tool.

The degree of emphasis on any one area will be determined by the needs assessment data collected from participants prior to the training sessions. The second administration of the needs assessment form following the training session will provide feedback on the degree to which new information was gained.

3. Training potential evaluators to apply specific skills:

The third purpose of the training session is to teach participants to apply the skills they have gained to collecting evaluation data from their own districts. Activities conducted during the training session will be practically based. Thus, when leaving the session, each participant will have completed at least one step in the actual evaluation process. In addition to using their own data, participants will engage in group activities as another vehicle for skill development.

OBJECTIVES FOR PARTICIPANTS

After being involved in the training sessions, participants will be able to:

1. Demonstrate an understanding of the format and purpose of the training session.

2. Identify the data collection strategies for selected evaluation questions.

3. Implement the sampling procedure for program evaluation in their special education programs.

4. Apply skills to the specific task of completing the Special Education Enrollment Comparison form.

5. Compute and analyze data collected from the evaluation procedure and will make recommendations based on those data.

6. Present program evaluation results in a manner which is clear and concise.

** Afternoon session will add the ability to:

7. Generate evaluation questions derived from goals and objectives of special education programs.

8. Statistically produce, given a set of results by prototype, a district-wide finding.

9. Gain a general knowledge of various types of evaluation and components of each.

OVERVIEW OF THE TRAINING SESSION

MORNING SESSION

ACTIVITY	CONTENT	FORMAT	SUGGESTED TIME REQUIRED
1	INTRODUCTION	LARGE GROUP	15 MINUTES
2	DATA COLLECTION STRATEGIES	LECTURETTE w/ PARTICIPATION	30 MINUTES
3	DETERMINING CORRECT SAMPLE SIZE	LARGE GROUP & INDIVIDUAL	20 MINUTES
4	SPECIAL EDUCATION ENROLLMENT COMPARISONS	SMALL GROUP	15 MINUTES
	-BREAK 15 MINUTES-		
5	ANALYZING DATA & MAKING RECOMMENDATIONS	SMALL GROUP	35 MINUTES
6	REPORTING THE EVALUATION RESULTS	LARGE & SMALL GROUP	40 MINUTES
7	SESSION EVALUATION	INDIVIDUAL	15 MINUTES

AFTERNOON SESSION

8	THEORIES OF PROGRAM EVALUATION	LECTURETTE	20 MINUTES
9	GOALS, OBJECTIVES & EVALUATION QUESTIONS	SMALL GROUP	45 MINUTES
	-BREAK 10 MINUTES-		
10	PRODUCING DISTRICT-WIDE RESULTS	LARGE GROUP	15 MINUTES
11	SESSION EVALUATION	INDIVIDUAL	15 MINUTES

DESCRIPTION OF TRAINING MATERIALS

Special Education Program Evaluation: A Management Tool (Handbook): The information in this training manual was carefully selected from the HANDBOOK. It does not provide the in-depth explanation of concepts, ideas and procedures available in the HANDBOOK. Thus, it is essential that the trainer become knowledgeable about the HANDBOOK contents prior to the training session.

An annotated bibliography, located on pages 92-107 in the HANDBOOK, should also be read and relevant literature reviewed to enable the trainer to gain additional background in areas of interest and/or skill deficits.

All training session participants will have received a copy of the HANDBOOK and may or may not yet be familiar with its contents. For that reason, many of the handouts and overhead transparencies used during the session are adapted directly from the HANDBOOK.

Handouts and Overhead Transparencies: To enable the trainer to highlight important concepts or reinforce newly acquired skills, the Training Manual provides masters for both handouts and overhead transparencies. Each are coded by use (i.e., HO - handout, OHT - overhead transparency) and are numbered consecutively. Handouts and transparency masters are located in Sections 3 and 4 of this Training Manual.

Evaluation Forms: A pretraining self evaluation has been developed to provide the trainer with a level of comfort in his/her mastery of the content of the HANDBOOK. (see Appendix A)

A participant evaluation of the training session is included for duplication and dissemination to participants following each session to provide a process evaluation to the trainer. (see Appendix D)

The Needs Assesment (Form A) administered as a posttest will serve as a product evaluation technique. (see Appendix E)

SUGGESTIONS FOR TRAINERS

The format of the Training Manual will be consistent with that of the HANDBOOK in that all information is presented in a cookbook fashion taking into account adult learning styles, yet presented for ease of use by the trainer. Some features of which the trainer should be aware include:

-- references to pertinent pages in the HANDBOOK

-- notations regarding when to use an overhead transparency (OHT) or a handout (HO)

-- wide margins for notes

-- underlining to show points of emphasis

-- directions in which the verb that cues the trainer is capitalized

-- verbatim quotes to use in transition between activities

While many factors will either enhance or detract from the training, no single factor is as important as the trainer. It is important to keep in mind three critical stages in conducting a successful workshop: planning, conducting, and follow-up.

1. In planning a successful workshop, the trainer should:

   - Select a convenient location which will not place an undue travel burden on any participant. Ample parking should be available. Consider access for any handicapped participants. Select a comfortable room.

   - Schedule an optimum time and date which will ensure maximum participation. Probably a Friday afternoon before a vacation would not be the best choice.

   - Develop a budget to get a clear picture of where resources may be allocated. Are participants to be reimbursed for travel and/or meals? Is there enough money to keep the group supplied with coffee and doughnuts?

   - Analyze existing resources to determine what additional hardware, software, furniture and personnel will be needed on the day of the training session.

   - Communicate before the workshop with participants. The letter of invitation should confirm the date, time and place as well as include directions to the training site.

   - Distribute a Needs Assessment (Form A) for completion as a pretest measure.

   - Rehearse the presentation with an interested person and/or a tape recorder.

   - Prepare a workshop first aid kit to include:

extra blank name tags	extension cord
blank overhead transparencies	3 prong plug adapter
extra overhead projector bulb	masking tape
grease pencil(s)	scissors
blank newsprint	chalk and eraser

The training sessions are designed for approximately 20-25 participants. Activities will include both small and large group tasks, as well as individual assignments.

2. In conducting the session the trainer will need:

overhead projector	name tags with participants' names and school districts
screen	a complete list of names, addresses and phone numbers copied for each participant
chalkboard	
Training Manual	
HANDBOOK (several copies)	

copies of handouts (collated for distribution by activity)
overhead transparencies (arranged in order)

In conducting the workshop the trainer should:

- Arrive 45-60 minutes early to set up.

- Ensure room comfort in terms of space, temperature, lighting and ventilation.

- Greet participants, distribute name tags (trainer should wear one too) and suggest refreshments.

- Set a calm, controlled friendly and positive tone.

- Encourage interaction and involve participants.

- Use ideas generated by the group in training.

- Be aware of and control participants who tend to dominate activities or are continually negative.

- Vary the presentation method and group activity levels to hold participants' attention.

- Follow planned time schedule carefully. Give 5 minute and 2 minute warnings before groups must finish.

- Respond to questions openly and honestly. Don't be afraid to say, "I don't know." Keep a list of such questions and participant's name, follow up on the answer and get back to the participant.

- Allow a 10-15 minute break (following Activity 4 is recommended). Announce 10 minutes for coffee, etc., but reconvene after 15 minutes.

- Distribute list of participants at conclusion of the session and encourage each group member to make a commitment to call another to offer support in his/her program evaluation.

3. In following up the session, the trainer should:

- Continue communications as necessary to collect any stray posttests or evaluation forms.

- Identify strong participants who indicated the ability and interest to serve as trainers in the future.

- If desired, disseminate results of pre-and posttests to participants to demonstrate their growth.

One additional note:

A trainer who is well prepared and relaxed can make the training session a pleasure for all involved, so relax and enjoy it!

ACTIVITY I

INTRODUCTION TO TRAINING SESSION

HANDBOOK, Chapter 1, pages 1-4

Training objective: Participants will develop an understanding of the format and purpose of the training session.

Time required: 15 minutes

Materials:
- Handout #1
- Overhead projector
- Overhead transparencies #1, 2, 3
- Grease pencil or marker
- Participants will need pencils and paper

Method: Large group discussion

Introduction: It is important to acquaint all participants with the format of the session and its purposes in order to enhance their level of comfort with the process of evaluation.

Procedure:

1. GREET participants and welcome them to the training session.

2. DESCRIBE the session activities as structured in the following ways to prepare evaluators in the use of the HANDBOOK:

   - small group discussions
   - lecturettes
   - large group discussions
   - skill application groups
   - problem solving groups

HO #1

* * Distribute and Discuss Agenda (HANDOUT 1)

3. ENCOURAGE participants to be active, ask questions and feel free to make comments.

4. CONVEY the message that you will work with them.

OHT #1

* * Put on Overhead Transparency #1

5. DISCUSS briefly purposes of training, highlighting pertinent data on group pretest of needs assessment.

   a. producing an attitudinal change in potential evaluators

b. imparting information to potential evaluators to develop confidence and competence in conducting evaluations.

c. training potential evaluators to apply specific skills in actually conducting special education program evaluations.

6. DIRECT participants to "Take out a piece of paper and let's do some free word assocation. Write down the words (1 or 2) that come to mind when I say 'football' . . . 'IEPs' . . . 'answers' . . ."

OHT #2

* * Put on Overhead Transparency #2

7. ASK for answers to each and write on blank OHT.

Answers to be desired are "football = goals, IEPs = objectives, answers = questions."

ASK if anyone was thinking evaluation thoughts. Evaluations are both natural and automatic and come as routine activities of daily living. People don't realize that they think in terms of evaluation often, but consider: shopping, chairing a CORE team, preparing a meal. All are based on needs assessments, data collection and analysis, but somehow special education program evaluation doesn't sound so easy or so comfortable.

OHT #3

* * Put on Overhead Transparency #3

8. DISCUSS present attitudes about program evaluation.

ASK:

a. Why do a special education evaluation? (planning, aids in decision making, monitoring of program effectiveness, cost effectiveness, accountability, state requirement)

b. What prevents directors from conducting an evaluation? When is the best time to conduct a special education program evaluation? (pros and cons of when newly hired, after the system has been reorganized and/or as a parting shot, also discuss what time of year)

c. Who should conduct the actual evaluation? (discuss in-system roles as well as outside consultants)

d. What is to be done with the data that are collected? (analyzed carefully, report significant findings to parents, school committee, etc.)

Lead in to Activity II: "This morning we will work through the nuts and bolts of a special education evaluation. The next activity moves us into the actual strategies for collecting data."

ACTIVITY II

DATA COLLECTION STRATEGIES

HANDBOOK, Chapters 5 & 6, pages 35-64

Training objective: Each participant will be able to identify the data collection strategies for selected evaluation questions.

Time required: 30 minutes

Materials: Handouts #2 and #3
Overhead transparencies #4-12
Overhead projector

Method: Lecturette: large group participation

Introduction: In order to begin a program evaluation the only way to proceed is to identify basic program goals and their objectives to determine what will be evaluated. From these objectives, evaluation questions are derived. It is these evaluation questions then which determine the course to be taken, which sources of data to tap, and in what way. By using this model of evaluation, these steps already have been followed, thereby saving time prior to gathering the evaluation data. This morning's session will work from the goals and objectives derived from Massachusetts laws and regulations incorporated into this model. The afternoon session will detail the development of goals, objectives and evaluation questions for those who may want to generate district specific goals and objectives or simply to understand the total process.

Procedure: EXPLAIN: Data collection strategies are defined as the methods and/or instruments designed to collect specific evaluation information from specific sources.

Example: If I want to determine the degree to which parents feel that their child's program is teaching him basic skills, then I have to survey parents to obtain the information. By the same token, if I want to know what children think, I have to ask them.

1. ASK: "How could one best determine a child's increased sense of self-worth?"

HO #2 * * Distribute Handout #2

2. REVIEW handout for list of data collection strategies.

3. EXPLAIN: This evaluation model presents several sources of information and the data collection instruments designed to obtain that information.

   EMPHASIZE that it is important to remember:

   a. One cannot tap <u>every</u> source of data for a program evaluation; use the most accurate and most efficient sources.

   b. The HANDBOOK is designed to tap several critical sources of data from consumers (children and parents), providers (teachers and related service staff) and existing, current and individual documentation found in students' folders.

OHT #4 * * <u>Put on Overhead Transparency #4</u>

4. COVER bottom portion of overhead transparency #4 and DESCRIBE the top as progression from goal to data collection strategies.

HO #3 * * <u>Distribute Handout #3</u>

5. DESCRIBE the sources of information and the instruments for this evaluation model by reading the list on handout #3.

OHT #4 * * <u>Put on Overhead Transparency #4</u>

   REVIEW the example on lower half of Overhead Transparency #4 emphasizing the progression from goal to instruments for gathering data.

7. EXPLAIN: Each question asked on each instrument in this evaluation model is tied to a Massachusetts State Board of Education goal and its objectives. This will be demonstrated shortly.

8. ASK: Because the list of possible data sources is so expansive, what are the determinants of which are tapped and in what way?

   Answers should reflect time and cost effectiveness, validity, ease of response returns, considerations of hard data and soft data.

OHT #5 * * <u>Put on Overhead Transparency #5</u>

9. INTRODUCE the Student Survey, Instrument A, located in the HANDBOOK, page 47. ASK participants to review it quickly. (Only a few items are included in the Overhead)

10. DEFINE the A.1 to A.5 coding system as follows:

    On all Instruments, the letter - in this case A - refers to the actual instrument. The Student Survey is identified as Instrument A. The number associated with the letters prior to each statement is merely an ordering system. The numbers in parentheses refer to specific Evaluation Questions.

    For example, look at item A.2. I am easy to like. The number which follows (1.2) refers to question 1.2 on the list of Evaluation Questions on pages 32-33 in the HANDBOOK.

    Referring back to the Evaluation Questions, 1.2 reads:

    1.2 Do students exhibit positive self-concepts?

    Using this numbering system, all of the survey items on all instruments are cross-referenced back to the Evaluation Questions.

11. REVIEW directions for Student Survey emphasizing teacher assistance when needed.

12. EXPLAIN: In selecting students to be surveyed it is important to make the following points:

    - Not all Chapter 766 students will be sampled. Discussion of sampling will follow in the next activity.

    - Confidential coding may be used in lieu of student names on this and other forms on which student names could appear. Such coding would have to be maintained in a central location for follow-up purposes in the event of unreturned surveys.

    - Student placed in out-of-district programs will be sampled as a part of their prototype. The Student Survey sent to the out-of-district program should be accompanied by a letter of introduction. A form letter is included in the HANDBOOK.

- Additional information about each child, such as name of school, which might be useful later during data analysis, should be considered for inclusion on the front page of Instrument A.

13. ASK group if there are any questions.

OHT #6 * * Put on Overhead Transparency #6

14. INTRODUCE Parent Survey, Instrument B

- EXPLAIN that this is not the entire survey, but merely examples selected for discussion purposes. The survey is in the HANDBOOK on pages 48-50. (Allow time for participants to locate)

- Item B.1 is the identification for the first item. B refers to the Instrument and 1 the item. Look at item B.2.

- ASK someone in the group to read B.2.

  B.2 How much does the school program help your child feel good about himself/herself?

- As with the Student Survey, each item is followed by a number which refers to the specific Evaluation Question. In this case 1.2 refers to the question.

  1.2 Do students exhibit positive self-concepts?

- So far two sources have been tapped - students and parents - to determine the degree to which students develop positive self-concepts.

15. REVIEW directions for Parent Survey emphasizing the return envelope and due date.

- Not all parents will be sampled, only those of the students chosen through the random sample.

- DISCUSS need for initial letter of introduction to be sent 1-2 weeks in advance regarding the special education program evaluation and the parent survey.

- DISCUSS possibility of need for follow up letters or phone calls to capture outstanding surveys. Stamped, self-addressed envelopes should be included for return with both initial and follow up letters.

20

- NOTE "school code" in upper right corner for prototype number. It is included in that manner so as to eliminate the potential for confusion of the parents.

16. ASK group if there are any questions.

OHT #7 * * Put on Overhead Transparency #7

17. INTRODUCE Teacher Survey, (Instrument C), HANDBOOK pages 51-54.

- POINT OUT the numbering system, this time using C as the code for the Teacher Survey, Instrument C

- ASK participants to read item C.1.

C.1 How much does the school program help students feel good about themselves?

- Again, the number in parentheses (1.2) refers back to the Evaluation Question 1.2.

1.2 Do students exhibit positive self-concepts?

- Three sources - students, parents and teachers have been tapped to determine the evaluation of this objective.

18. REVIEW directions for Teacher Survey:

- EMPHASIZE that a sample of regular and special education teachers would be chosen to receive this instrument.

- DISCUSS additional information, such as name of school, which might be desired later during data analysis.

19. ASK if there are any questions.

OHT #8 * * Put on Overhead Transparency #8

20. INTRODUCE Student Folder Review (Instrument D) HANDBOOK, pages 55-57.

21. REVIEW directions:

- The sample for this instrument should be based on the original students whose names were chosen at random.

- No student names should appear on this form.

- Objectivity in making decisions is important; therefore, it is desirable, if feasible, to have the student unknown to the rater.

- READ questions on Instrument D together to ensure an understanding of the purposes of the Folder Review.

22. ASK group if there are any questions.

OHT #9 * * Put on Overhead Transparency #9

23. INTRODUCE Related Staff Survey (Instrument E) HANDBOOK, pages 58-61.

24. REVIEW directions emphasizing that all such staff complete this instrument.

25. ASK group if there are any questions.

OHT #10 & 11 * * Put on Overhead Transparencies #10 and #11

26. INTRODUCE Special Education Enrollment Comparisons (Instrument F) HANDBOOK, pages 62-63.

27. REVIEW directions and indicate that a specific activity on this will follow.

- DISCUSS purposes of comparison

a. To determine whether appropriate populations are being served
b. To examine extent to which students are programmed in the least restricted environment.

28. ASK group if there are any questions.

29. SUMMARIZE the presentation with the following activity:

OHT #12 * * Put on Overhead Transparency #12

EXPLAIN that the instruments are listed on the left and the related Evaluation Questions are listed on the right.

30. ASK participants to identify the instruments required to answer Evaluation Question 1.3.

1.3 Do students develop positive values and attitudes?

Answer should indicate:

Student Survey - Instrument A
Parent Survey -- Instrument B
Teacher Survey - Instrument C

- EXPLAIN that this understanding of the cross reference system will be of importance during report writing.

Lead in to Activity III: "Before we are ready to proceed, however, we must determine the appropriate sample sizes for distribution of each instrument."

ACTIVITY III

DETERMINING THE CORRECT SAMPLE SIZE

HANDBOOK, Chapter 6, pages 39-43

Training objective: Each participant will be able to implement the sampling procedure for program evaluation in his/her school district.

Time required: 20 minutes

Materials: Handout #4
Overhead Transparencies #13 & #14
Overhead projector

Method: Large group

Introduction: The next activity involves defining the proper sample size for the evaluation. Since it is both inefficient and unnecessary to survey every student, or every parent in the possible population in your evaluation process, it will be necessary to implement a sampling procedure that is both random and representative.

There are two areas that require special attention in the sampling process.

a. The first area represents the number and selection of students and parents to be included in the sample.

b. The second area is the number and selection of staff (regular and special education teachers) to be included in the sample. During this Activity the Related Services Staff Survey and the Student Folder Review will also be discussed.

Procedure: DISCUSS:

1. Student/Parent sample selection

   - It is the responsibility of the evaluator to correctly determine an appropriate sample size:

OHT #13 * * Put on Overhead Transparency #13

2. EXPLAIN:

   a. The students and parents are chosen by using this Table to determine the minimum number of Chapter 766 students to be chosen.

b. If the total number of Chapter 766 students in the district is less than 500, the minimum number of Chapter 766 students to be chosen is 60.

c. ASK: "How many students would be chosen if the district has between 1000 and 2999 students?"

ANSWER: 140 students

d. EXPLAIN: Once the minimum needed sample size has been determined, the next step is to select the number of students for each prototype.

HO #4 * * Distribute Handout #4

3. EXPLAIN the procedure used to achieve a sample proportionate to the number in each prototype.

a. EMPHASIZE:

- Based upon the suggested table for sample size, a minimum of sixty (60) students should be included.

- At the same time, wherever possible, you should include at least six (6) students for each prototype.

- The reason for this and an alternate way of analyzing data will be discussed in the afternoon session.

b. EXPLAIN procedure for "breaking out" the total number of Chapter 766 students for the appropriate number in each prototype: compute aloud as participants follow on Handout:

(1) "List the actual number in each prototype (see column 1 on the Table at the bottom of the Handout).

(2) Divide the actual number in each prototype by the total number of students in the district to obtain the respective proportions in each prototype (see column 2 on the Table at the bottom of the Handout). Using prototype 502.1 on the Table, 24 ÷ 300 = .08.

(3) Multiply each proportion (column 2) times the minimum needed sample size to obtain the approximate number in each prototype (column 3).

(4) Using prototype 502.1 as an example, multiply .08, the weighting for 502.1 prototype times 60 (minimum needed sample size) equals 5.

.08	x 60	= 5
weighting	minimum number	(tentative sample size in prototype)

(5) Where your enrollment figures will allow, include at least six (6) students in each prototype sample.

(6) Look at column 4 at the Table at the bottom of the page. In column 4, enter the "FINAL" sample size for each prototype, keeping in mind the "MINIMUM OF SIX" rule.

In the example presented on the Table, the FINAL PROTOTYPE sample size is now 74 students as presented in column 4.

This increase from the tentative sample size (60) resulted from following the "MINIMUM OF SIX" rule for each prototype when possible.

(7) To select the actual students you will need to calculate the sampling index. This is done by dividing the actual number of students in the prototype (column 1) by the final prototype sample size (column 4).

(8) The sampling index tells how many names are counted off a roster between names selected. For example, if the sampling index is 8 for a sample size of 44 then for that prototype you would select every 8th student's name 44 times.

OHT #14

* * Put on Overhead Transparency #14; cover answers. Keep on during this next task:

4. EXPLAIN: The process for calculating each column is included at the top of that column. It is important to understand the computation process but it is not necessary to memorize it as all instructions are given in the HANDBOOK (pages 40-43)

5. DIRECT participants to complete the Table on the bottom of Handout #4.

6. ALLOW 10 minutes for calculations.

7. UNCOVER answers on Overhead Transparency #14

8. ASK for questions on the information presented.

9. RESTATE that parent selection is determined by the student selection. All parents whose children are included in the sample will automatically be included.

10. REMIND participants to be sure to keep accurate records of all persons included in the sample.

11. EXPLAIN: The selection of teachers will be presented by explaining the selection process for Special Education teachers, then Regular Education teachers.

    a. Special Education Teacher Selection

    - Districts with fewer than 50 special education teachers should administer these surveys to all.

    - For larger districts, a random sample of 50 will be chosen.

    - To identify a random sample of Special Education teachers:

      (1) Divide total number of special education teachers by 50 to obtain the sampling "index".

      (2) Secure an alphabetic roster, and use the index to identify the sample by counting off the number of names as determined by the index.

      Example: If a district has 200 Special Education teachers, you would divide 200 by 50 and get an index of 4. Every fourth teacher on the alphabetic roster would be chosen until a total of 50 had been selected.

    b. Regular Education Teacher Selection

    (1) Use the above procedure to obtain an index. (Total number of Regular Education teachers divided by 50)

    (2) Using the INDEX and an alphabetic roster, identify a "random" sample of 50 Regular Education teachers.

c. Related Services Staff Selection

Administer the Related Services Staff Survey to all such staff.

12. REFER participants to HANDBOOK, Chapter 6, pages 39 through 43 for a more in-depth explanation of sampling.

13. DESCRIBE methods for PRODUCING, DISTRIBUTING and COLLECTING instruments.

a. Establish systematic method for distributing the instruments.

- It may be advisable to identify a week during which all Student Surveys are distributed to the schools and administered.

b. Establish a method for collecting the instrument.

- As previously discussed, a cover letter to parents explaining the procedure might also accompany a stamped, self-addressed envelope. Be sure to emphasize a return date deadline in the cover letter.

- Teacher Surveys might be accompanied by a cover letter, including a return date deadline, in addition to a self-addressed, stamped or inter-office envelope.

- Identify a person at each level or in each school who will be responsible for the return of all surveys.

- A sample cover letter has been included in the HANDBOOK (page 46) to accompany all surveys sent for students placed in out-of-district programs.

c. Follow-up incomplete responses and unreturned instruments with a letter.

Lead in to Activity IV: "Of the instruments used in this special education evaluation model, one, the Special Education Enrollment Comparison Form, requires some subjective judgements which we should discuss. The activity will require some mutual support and discussion so please form small groups of no more than four."

ACTIVITY IV

MAKING SPECIAL EDUCATION ENROLLMENT COMPARISONS

HANDBOOK, Chapter 5, pages 62-63

Training objectives: Participants will demonstrate ability to apply skills to the specific task of completing the Special Education Enrollment Comparison form (Instrument F)

Time required: 15 minutes

Materials: Handouts #5, #6, and #7

Method: Small groups

Introduction: The purpose of the Special Education Enrollment Comparison (Instrument F) is to gather data which will enable the evaluator through comparison with comparable districts and statewide figures, whether special education programs are serving the intended recipients in the least restrictive environment.

Procedure: EXPLAIN: Sample data from a school district and from the State will be used to complete Special Education Enrollment Comparison form (Instrument F)

HO #5

* * Distribute Handout #5

1. REVIEW directions on Handout #5 together.

HO #6

* * Distribute Handout #6 (sample district and State school enrollment information)

2. INSTRUCT participants to complete F.1 on Handout #5 using the information from Handout #6 to do so.

   - Proportion translates to percent of Chapter 766 students of all students in the school district.

   - Important to get "same year" data so if figures available from the State are dated, evaluator should either strive to get newer data or use all other data from that same year.

3. INSTRUCT participants to complete F.2 using sample provided on Handout #5 as the data for similar school districts.

4. DISCUSS that in order to complete F.2, it will be necessary for participants to contact at least 3 other school districts which are similar to theirs in terms of:

   a. Size
   b. Location
   c. Region

   — determination is left to the evaluator's judgement

5. DISCUSS: After securing data from other school districts, the participants will be able to complete the Table on item F.3 of Instrument F.

HO #7

* * Distribute Handout #7

6. In small group:

   PROVIDE sufficient time for participants to examine and discuss Table F.3.

7. ASK the group to examine the district data as compared with that of a comparable town.

   - What conclusions can be reached on items 1-3 of Handout #7?

   - To what degree is your district meeting the intent of least restrictive environment?

   - To what degree is the district serving the intended recipients?

   Answers: Comments can be made regarding prevalence figures being higher or lower than state or comparable districts with an explanation of why.

Lead in to Activity V: "Once the sample has been selected, instruments distributed, completed and collected, the fun really begins. Analyzing the data and reviewing it for trends and patterns will tell you a great deal. For the next Activity we will remain in small groups."

ACTIVITY V

ANALYZING THE DATA AND MAKING RECOMMENDATIONS

HANDBOOK, Chapter 7, pages 65-82

Training objective: Participants will be able to compute and analyze data collected from the evaluation procedure and will make recommendations based on those data.

Time required: 35 minutes

Materials: Handouts #8, #9, & #10
Overhead Transparency #15
Overhead Projector

Method: Small Group

Introduction: The data analysis technique described in the HANDBOOK is the percentage (%). This technique is both easy to use and provides interested parties with data that can be easily discussed.

HO #8 * * Distribute Handout #8

Procedure:

1. ASK participants to review the Student Survey.

   - EXPLAIN that the results are computed as follows, using as an example:

   A.1 I am easy to like.

   a. Sort response forms by prototype

   b. ALL TRUE responses for item A.1 are counted.

   c. ALL NOT TRUE responses for item A.1 should be counted.

   d. ALL DON'T KNOW responses for item A.1 should be counted.

2. REVIEW by pointing out:

   a. Results in percentage of respondents are listed by prototype.

   b. Only percent (%) satisfactory is recorded.

   c. The "don't know" responses are not included when calculating the percent (%) satisfactory.

3. EXPLAIN the method used to calculate the % satisfactory, the figure which gets inserted on the results sheet. Explain that it is this % satisfactory figure which gets inserted on this Results sheet.

   - To calculate the % satisfactory: (HANDBOOK, p. 65)

   a. Divide the number of TRUE responses from students in prototype by the total number of students in the prototype who responded.

      Example: To calculate satisfactory responses A.2

      180 students in Prototype 502.2 responded.

      56 students responded TRUE to A.1 and 94 responded NOT TRUE. 56 + 94 = 150. Divide 150 by 56 (Total True and Not True + True) = 37% satisfactory for item A.2 in prototype 502.2.

   b. Use the same method for calculating "% satisfactory" responses for Instruments A, B and C.

   c. "DON'T KNOW" responses, while not calculated may reveal important information which should be considered in analyzing the data and writing the report.

4. DIRECT the groups' attention to HANDBOOK, page 62 which suggests some creative approaches to ease the burden of calculating the data such as having advanced math students involved.

HO #9 * * Distribute Handout #9

5. ASK participants to return to their small groups to review the data for trends and patterns and recommendations.

6. APPOINT a recorder within each group to document ideas.

7. REMIND participants what the following notations mean:

   a. A.1 - Item number

   b. 1.1 - Evaluation questions

c. .1, .2, etc. - prototype

d. Numbers in cells represent the % of students in a prototype that responded TRUE to the survey item.

OHT #15 * * Put on Overhead #15

8. EXPLAIN that the information on this Overhead is for reference as they analyze the data.

9. INSTRUCT groups to review data both by items and by prototypes.

10. DISCUSS important points to remember when working in small group:

- Decision making actions are to be derived from the evaluations. This is the whole point of this exercise.

- Analyze data for clear patterns or trends.

- Look at prototype comparisons. Does one group respond more positively on all items than another?

ANSWERS to be discussed in small groups:

- General satisfaction indicated by students across prototypes.

- Typically students in prototypes 502.2 and 502.3 were less satisfied than their peers.

- Negatively worded items may have been responded to without regard for meaning but simply because of the previous "true" response pattern.

11. ALLOW 15 minutes for groups to analyze and discuss data.

12. EXPLAIN:

a. Criterion levels or expectancy levels may be set at any percentage. Usually a high number such as 85-90% will be a reasonable criterion.

b. Longitudinal criteria does not allow the setting of expectations on the first "test" but must wait for a baseline and then project, overtime, desired gains.

HO #10 * * Distribute Handout #10

c. Handout #10 is a partial worksheet which is included in the HANDBOOK to aid in formulating an evaluation report. These pages may be duplicated to provide room for actual computation, etc. when criterion levels are actually used.

13. INSTRUCT groups that they will use information provided on HO #8 & #9, as well as data from other instruments to complete these work sheets.

Lead in to Activity VI: "The data are now all in and analyzed for trends, patterns and relevant points. The next step is the organization of a final report which can be provided to all interested parties."

34

ACTIVITY VI

REPORTING THE EVALUATION RESULTS

HANDBOOK, Chapter 8, pages 83-90

Training objective: The participants will present program evaluation results in a manner which is clear and concise.

Time required: 40 minutes

Materials: Handouts #11 & #12

Method: Large group and small group

Introduction: Depending upon the purposes for which the program evaluation was conducted the data will be used in various ways. Nonetheless, it will also be necessary to report the results of the evaluation to interested parties. It is quite conceivable that those parties would include (a) the district's school committee, (b) local parent/advocacy group and, (c) the local press. Therefore, it is critical that the final report be written clearly and concisely and in a manner understandable to all interested parties.

Procedure:

1. DISCUSS procedures for including the types of findings of interest to all groups. Solicit answers from the large group by asking:

   - What information might the school committee want?

     Answers should reflect program cost effectiveness; parent and student responses; district enrollment comparisons.

   - What information might parents/advocates want?

     Answers should reflect parent/student responses; successful programs; enrollment comparisons for least restrictive environment.

   - What information might the State Department of Education want:

     Answers should reflect information on least restrictive environment; enrollment comparisons; staff development.

2. DISCUSS differences and similarities between groups and ask for further ideas regarding written and oral presentation of final report information.

HO #11 & #12 * * Distribute Handouts #11 & #12

3. SUGGEST the following:

In writing the actual evaluation report, the Tables comprise the major content of the evaluation report, however, some additional narrative information should be included. This form may be helpful.

4. EXPLAIN contents of the Final Report as follows:

a. Introduction

- Who conducted the evaluation (title of the administrator etc.)

- The purpose of the evaluation (district-wide management tool)

- The schools involved (which were sites from which information was drawn)

b. Procedures used:

- Goals and objectives (include relevant HANDBOOK pages)

- Sources of data and instrumentation (emphasize time economy and evaluation burden; list sources and instruments used)

- Sampling method (numbers, randomness and "minimum of 6" rule),

- Rates of return (how many sent back from how many sent out)

- Criterion level used (longitudinal or established level)

c. Results

- Completed Tables (from HANDBOOK)

- Factual statements to introduce each Table ("The following Table represents results from the Student Survey administered to X students across prototypes. Students surveyed were in grade_____to_____in X schools in the district.")

- Executive summary page

(briefly review with group)

d. Conclusions (grouped by evaluation questions, objectives and goals)

- Strong areas of program

- Areas in which work is needed

e. Management Plan

- Program improvement management plan (HANDBOOK, page 90)

5. DISCUSS elements of Program Improvement Management Plan

- Program objective(s)
- Prototypes needing improvement
- Actions to be taken/timelines
- Personnel responsible
- Budget needs
- Facilities needs
- Target criterion level(s) for next formal program evaluation.

6. STRUCTURE small groups.

RE-USE
HO #8 & #9

7. ASSIGN each group to use Handouts #8 & #9 to rough out the Executive Summary and Program Improvement Management Plan based on the Objectives 1.2, 1.2, and 1.3.

8. ALLOW 15 minutes

9. ASK group to review briefly the program implementation.

Lead in to Activity VII: "The Evaluation Report and the Management Plan are what an evaluation is all about. They will provide district consumers with an understanding of what is working and school administration with factual information of their strengths and weaknesses. Both are critical. Before you are asked to complete an evaluation of the morning training session, are there any questions which remain about anything covered thus far?"

ACTIVITY VII

NEEDS ASSESSMENT AND TRAINING EVALUATION

Training objective: The skills and knowledge of participants will be determined through the second administration of the Needs Assessment.

Time required: 15 minutes

Materials:
Needs assessment instruments
Training session forms
List of participants

Method: Individual

Introduction: An integral part of all teaching evaluation, pre-posttest measures are frequently used as a product evaluation. The needs assessment will be readministered at this time as both a product evaluation and a process evaluation because training will continue and should continually be improved.

Procedure:

1. DISTRIBUTE names and addresses of participants and suggest that each person identify a colleague within the group to contact as the evaluation procedure begins in his/her special education program.

2. THANK the participants for their cooperation.

3. EXPLAIN again the practical concentration of the first session and INVITE all participants to remain for the second session. If they choose not to stay, they will be free to leave after completing the evaluation forms.

4. ANNOUNCE the starting time for the afternoon session.

HO Needs Assessment Instrument & Training Evaluation Form

5. DISTRIBUTE Needs Assessment Instrument and Training Evaluation form.

   EXPLAIN that participants should only complete sections beginning with Applications: Part B, Conducting the Evaluation.

6. COLLECT both forms and allow participants to leave as they finish.

AFTERNOON TRAINING SESSION

The afternoon training session is designed to go beyond the training offered in the morning session. It was the purpose of the morning session to acquaint potential special education program evaluators with the use of one particular form of program evaluation. Additional training will be conducted for individuals who want to know more.

It would take several college courses in program evaluation to produce an evaluator capable of creating a program evaluation system. However, that is not the intent of the afternoon session. A participant remaining for this additional session will:

1. examine some of the current theories of program evaluation

2. develop goals, objectives and evaluation questions in order to tailor a program evaluation to measure additional areas in a special education program, and

3. utilize evaluation data in a manner which will produce findings for an entire population in addition to findings by prototype.

The format for training in the afternoon session is not different from the morning and consists of three activities:

ACTIVITY	CONTENT	FORMAT	SUGGESTED TIME REQUIRED
8	THEORIES OF PROGRAM EVALUATION	LECTURETTE	20 MINUTES
9	GOALS, OBJECTIVES & EVALUATION QUESTIONS	SMALL GROUP	45 MINUTES
	-BREAK 10 MINUTES-		
10	PRODUCING DISTRICT-WIDE RESULTS	LARGE GROUP	15 MINUTES
11	SESSION EVALUATION	INDIVIDUAL	15 MINUTES

Activity 11, the session evaluation is for the evaluation of the afternoon session only, using the remaining portions of the needs assessment instrument included in this Manual as Appendix E.

ACTIVITY VIII

THEORIES OF PROGRAM EVALUATION

HANDBOOK, Chapter 2, pages 5-24

Training objective: Participants will gain a general knowledge of various types of evaluation and components of each.

Time required: 20 minutes

Materials:
Handout #13
Overhead projector
Overhead transparencies #16 & #17

Method: Lecturette

Introduction: Statewide needs assessment data showed potential evaluators to be uncomfortable with the theory behind evaluation and components of the different types of evaluations. In order to understand any type of program evaluation, it is essential to begin with the underlying tenets on which a model is based. It is also essential to understand what evaluation is and what it is not.

Procedure:

1. ASK: How many of the participants have been monitored for compliance? How many have had a special education program evaluation?

2. ASK: What are the purposes of each? Responses should indicate:

   a. Evaluation focused on collecting information necessary for decision making as to whether to improve, modify, maintain or terminate programs; examines actual quality/effectiveness of services in specific areas.

   b. Compliance reviews focused on whether the letter of the law is being met.

OHT #16 * * Put On Overhead #16

3. EXPLAIN: A comprehensive program evaluation has 5 critical components as seen in the morning session:

   - A CLEARLY DEFINED EVALUATION MODEL

     a. Several models have been developed

b. Review of literature will elaborate

c. Stufflebeam's CIPP Model used in this evaluation package and will be explained further.

- METHOD(S) OF COLLECTING EVALUATION DATA

a. Sources of information identified

b. Endless list must be pared down (see list in Handbook, pages 111-112) to alleviate burden

c. How will sources be used? Questionaire? Interview? Again consider burden.

d. What questions will be asked?

e. Who and how many will be in the sample?

f. Time schedule and conditions for gathering information must be determined.

- DATA ANALYSIS

a. What questions are to be answered?

b. What statistics will be employed?

- REPORT WRITING & PRESENTATION

a. Clear, concise format for general written report

b. If a formative evaluation, action will be taken during the course of the program (appropriate for a special education program evaluation)

c. If a summative evaluation, decisions will be made regarding the overall program effectiveness

4. EXPLAIN: This activity will deal primarily with the last four components specific to <u>this</u> evaluation model but it is important to know that other evaluation models can be used.

HO #13 * * <u>Distribute Handout #13</u>

5. EXPLAIN: Other types of evaluation are more complex than the one used in this HANDBOOK but warrant an explanation.

6. REVIEW chart on handout.

OHT #17 * * Put On Overhead #17

7. DISCUSS: The model used in this HANDBOOK requires an understanding of four types of evaluation as defined by Stufflebeam:

   a. CONTEXT EVALUATION is concerned with identifying:

      - environment in which programs will be delivered;
      - the unmet needs of target group; and
      - obstacles for meeting those needs.

      - Context evaluations enable administrators to determine whether and how effectively objectives of a program are being fulfilled.

      ASK for examples of context evaluation.

      Examples:

      - inservice needs assessment
      - evaluation of instructional materials
      - tests of language dominance

   b. INPUT EVALUATION is aimed at determining how a program can utilize resources to meet the program goals. Particular emphasis is placed upon identifying and assessing the program's capabilities in the areas of program budget facilities, staff requirements, scheduling and material resources.

      - It is also used to determine underlying policies and related activities that contribute to success or failure in particular areas.

      ASK for examples of input evaluation.

      Answers possible:

      - Student entry criteria
      - Staff qualifications assessment
      - Student selection criteria
      - School system and media facilities evaluations

   c. PROCESS EVALUATION pertains to a continuous examination of the manner in which the program has been delivered in relation to program

design. Two key issues here are ongoing and process, a continual review of program design and implementation as opposed to outcomes. The critical evaluation question at this stage is: "To what extent has the program implemented the activities which were designed to meet the program goals?"

The purpose of process evaluation is to provide in-process feedback at intermediate stages throughout the course of a program. Very similar to compliance monitoring.

ASK for examples of process evaluation.

Answers may be given in the following areas:

- Student and staff activities and interpersonal relationships between staff and students
- Communication channels
- Program logistics
- Adequacy of program resources, staff, facilities, and time schedules during the program

d. PRODUCT EVALUATION is aimed at determining the effectiveness of the program at the end of a particular time period. Two primary evaluation questions asked are: (1) To what extent have the program goals been accomplished? (2) How confident can we be that the observed changes are a result of the educational program?

The purpose of product evaluation is to suggest realistic, as well as ideal, alternative courses of action for program modification.

ASK for examples of product evaluation.

Answers may be given in the following areas:

- Student development (IEP results) in areas such as basic skills, self-sufficiency, self-worth, etc.
- Student perceptions of interactions with family, school staff and regular students.
- Parents', students', teachers' and administrators' satisfaction with the program.

8. REVIEW: CIPP Model renaming each component. CONTEXT, INPUT, PROCESS, PRODUCT

9. DISCUSS: The evaluation provided through use of the HANDBOOK fits into the product evaluation category although it can be used as a process evaluation.

   ASK: Why is this evaluation a product evaluation?

   Responses should include:

   - As "product evaluation" it focuses on student learning in the basic, essential areas and on attitude development.

   ASK: Why is this also a process evaluation?

   Responses should include:

   - As a "process evaluation" results can be seen as intermediate, with data used to provide feedback on program effectiveness, adjustments made and another evaluation conducted.

10. ASK for additional questions regarding theory of program evaluation.

11. REFER participants to additional readings detailed in Appendix A of the HANDBOOK.

Lead in to Activity IX: "The purpose of going into detail with the theoretical points of evaluation was to acquaint you briefly with some of the elements of evaluation. Using Stufflebeam's CIPP types provides you with a framework around which a program evaluation may be developed. The following activity begins the whole process, that is developing goals, objectives and evaluation questions. You should remain in your small groups."

ACTIVITY IX

GOALS, OBJECTIVES AND EVALUATION QUESTIONS

HANDBOOK, Chapters 3 and 4, pages 24-33

Training objective: Each participant will be able to generate evaluation questions from goals and objectives.

Time required: 45 minutes

Materials: Handouts #14 & #15

Method: Small group

Introduction: A key aspect of the HANDBOOK is that most of the preparation for conducting a program evaluation has been completed for the user. However, to understand data derived from the evaluation process, it is important to be familiar with the manner in which goals, objectives and the accompanying evaluation questions are formulated.

This task will focus on selected educational goals and program objectives, properly stated for evaluation purposes. The twelve goals (and related objectives) were derived from Massachusetts State Board of Education and State Law. Obviously, the list of goals and objectives included in the HANDBOOK is not exhaustive. This evaluation package has prepared a range of acceptable goals and objectives; however, it is possible for an evaluator to generate additional goals to meet unique circumstances. As the number of goals and objectives increases, the evaluation burden increases. The goals presented in the HANDBOOK were chosen as a sound balance between the burden or effort associated with program evaluation and the exhaustive approach advocated by some evaluators.

The first step in the evaluation process is to identify the "what" of evaluation, that is to identify the content of the information you are seeking. In a special education program evaluation, this can be accomplished through the identification of specific goals and objectives which are applicable to your program.

The next step is to formulate evaluation questions designed to assess the degree to which each targeted goal and objective has been met. For example, if one

objective in a district is that "students over the age of sixteen should be prepared to enter and compete in the job market, then an evaluation question can be formulated such as "are students over the age of sixteen prepared to enter and compete in the job market?" The question could be refined further to ask, "Do students over the age of sixteen possess entry level skills?"

If one objective is "All students in the district will read on grade level", what would be an appropriate evaluation question?

Response should approximate: "Do students in the third grade read on or above grade level?"

At this point you are going to have the opportunity to examine goals and objectives from Massachusetts Special Education Law and the State Board of Education and formulate evaluation questions.

Procedure:

1. DIRECT participants to move into small groups of four or five each.

HO #14 & #15

* * Distribute Handouts #14 & #15

2. DISCUSS one product and one process goal from handouts #14 and #15.

3. EXPLAIN: More than one objective may be necessary for each goal (as with IEPs). Evaluation questions are then derived logically from goals and objectives.

4. DIRECT each group to work on the examples of product and process goals from the handouts. First, formulate objectives, then develop the evaluation questions.

5. DIRECT the group, then to identify at least two sources for securing their evaluation data--who should be asked or what existing information can be used?

6. ALLOW 10 minutes:

   - As the groups are working, move from group to group as an interested listener
   - Give 5 minute warning
   - Give 2 minute warning

7. RECONVENE large group to discuss objectives, questions and strategies developed by each group (omit, for now, discussion of data collection strategies).

8. DISCUSS the issue of criteria as it relates to evaluation.

   ASK what is meant by setting criteria?

   Responses should reflect the following:

   - Determining acceptable level(s) of performance on objectives prior to conducting the evaluation.

9. EXPLAIN: The criterion level recommended in the HANDBOOK is the "longitudinal criteria" approach. This means simply that in lieu of a numerical criteria e.g., 100% or 90%, the data from the first evaluation will be compared with data from subsequent follow-up evaluations.

   ASK participants if they have any questions or comments regarding the development of goals, objectives or evaluation questions.

10. DIRECT participants to form small groups to do the following:

    - Generate at least 2 additional goals not included on handouts
    - Define objectives
    - Frame evaluation questions
    - Brainstorm sources of data and instrumentation needed
    - Write examples of specific questions
    - Determine criterion levels.

11. ALLOW 20 minutes:

    - Give 10 minute warning
    - Give 5 minute warning

12. RECONVENE large group to discuss each group's product.

13. ASK for questions and/or comments.

Lead in to Activity X: "In addition to being able to customize your evaluation by writing your own goals and objectives, it is possible to look at the population selected as a sample in a manner which will also expand the use of your report. The next activity will deal with a statistical manipulation to allow you to look at the total picture."

ACTIVITY X

PRODUCING DISTRICT-WIDE RESULTS

HANDBOOK, Chapter 6, pages 39-43

Training objective: Given a set of results by prototype, each participant will have the ability to produce statistically, a district-wide finding.

Time required: 15 minutes

Materials: Handout #16

Method: Large group

Introduction: The sampling procedure included in the HANDBOOK allows comparisons to be made across prototypes for responses to evaluation questions. Because of the sampling procedure, however, it is not statistically feasible to make generalizable statements or draw valid conclusions about how all students in special education are doing. Using a weighting formula, it is possible to rework the data for each evaluation question to analyze those data in another way. This procedure allows the findings to take the form of a policy evaluation rather than serving as a management tool.

Procedure:

HO #16

* * Distribute Handout #16

1. EXPLAIN: Handout can be used as a worksheet which must be followed for each evaluation question in order to use this method of breaking out data.

2. DEMONSTRATE completion of the table using the following steps:

   a. LIST in column A the percent satisfactory results by prototype.

      - Note: This column cannot be totalled.

   b. LIST in column B the proportion within special education in district that each prototype represents.

      - For example, if prototype 502.1 represents 15% of the Chapter 766 students in district, enter .15 for that prototype in column B.

c. DEVELOP a weighted score in column C by multiplying the column A figure for each prototype by the figure in column B.

   - These individual weighted scores are only for computational purposes.

d. ADD all figures in column C to produce the total district results for this question.

   - In the example, the large proportion of 502.2 students has a substantial effect on the district-wide results--as it should.

3. EXPLAIN: Column B figures will not vary with each question as the proportion of students in each prototype is constant in the district.

4. ASK: If these were the results for the evaluation question of "Do students exhibit positive self concepts?", what conclusions could be drawn?

   Responses should NOT include:

   - Any use of weighted scores in individual cells
   - Any use of figures in columns other than computational.

5. ASK for participant questions.

Lead in to Activity XI: "If there are no (further) questions then once again, I will ask that you assist me in a process evaluation of the afternoon training session."

ACTIVITY XI

NEEDS ASSESSMENT AND TRAINING EVALUATION

Training objective:	The skills and knowledge of participants will be determined by the second administration of selected portion of the needs assessment.
Time required:	15 minutes
Materials:	Needs assessment instruments Training session forms
Introduction:	In order to continue the product and process evaluation of the training sessions, additional data must be gathered.
Procedure:	1. THANK participants.
HO Participants' Needs Assessment Instruments & Training Evaluation Form	2. DISTRIBUTE needs assessment instruments, used by the participants in the morning session, back to those who remained for the afternoon session.
	3. DISTRIBUTE training evaluation form for completion.
	4. COLLECT both forms and allow participants to leave as they finish.

SECTION 3

HANDOUT
MASTERS

NUMBER	TITLE	ACTIVITY PAGE
1	TRAINING SESSION AGENDA	I-1
2	DATA COLLECTION STRATEGIES	II-1
3	SOURCES AND INSTRUMENTS	II-2
4	SAMPLING TABLE	III-2
5	INSTRUMENT F (ITEMS F.1 & F.2)	IV-1
6	SAMPLE DISTRICT & ENROLLMENT DATA	IV-1
7	INSTRUMENT F (ITEM F.3)	IV-2
8	INSTRUMENT A (STUDENT SURVEY TALLY)	V-1
9	RESULTS TABLE FOR INSTRUMENT A	V-2
10	ANALYSIS WORKSHEET	V-4
11	OUTLINE FOR FINAL REPORT	VI-2
12	EXECUTIVE SUMMARY	VI-2
	* * *	
13	PROGRAM EVALUATION CHART	VIII-2
14	STATE BOARD OF EDUCATION PRODUCT GOALS	IX-2
15	STATE BOARD OF EDUCATION PROCESS GOALS	IX-2
16	WORKSHEET FOR PRODUCING DISTRICT-WIDE RESULTS	X-1

OVERVIEW OF THE TRAINING SESSION

MORNING SESSION

ACTIVITY	CONTENT	FORMAT	SUGGESTED TIME REQUIRED
1	INTRODUCTION	LARGE GROUP	15 MINUTES
2	DATA COLLECTION STRATEGIES	LECTURETTE w/ PARTICIPATION	30 MINUTES
3	DETERMINING CORRECT SAMPLE SIZE	LARGE GROUP & INDIVIDUAL	20 MINUTES
4	SPECIAL EDUCATION ENROLLMENT COMPARISONS	SMALL GROUP	15 MINUTES
	-BREAK 15 MINUTES-		
5	ANALYZING DATA & MAKING RECOMMENDATIONS	SMALL GROUP	35 MINUTES
6	REPORTING THE EVALUATION RESULTS	LARGE & SMALL GROUP	40 MINUTES
7	SESSION EVALUATION	INDIVIDUAL	15 MINUTES

AFTERNOON SESSION

8	THEORIES OF PROGRAM EVALUATION	LECTURETTE	20 MINUTES
9	GOALS, OBJECTIVES & EVALUATION QUESTIONS	SMALL GROUP	45 MINUTES
	-BREAK 10 MINUTES-		
10	PRODUCING DISTRICT-WIDE RESULTS	LARGE GROUP	15 MINUTES
11	SESSION EVALUATION	INDIVIDUAL	15 MINUTES

DATA COLLECTION STRATEGIES

(Partial Listing)

Questionnaires

Personal Interviews

Records Review

Attendance & Enrollment Logs

Progress Charts, Report Cards, Checklists

State Reports

IEP Analysis

Completed Examples of Student Work

Newspaper Articles or News Releases

Activity Rosters

Parental Permission Slips

Bills, Purchasing Orders & Invoices From Commercial Firms Providing Goods & Services

Correspondence To & From Parents, Business Persons & The Community

In-House Memos

Flyers Announcing Meetings

Records of Staff Inservice Meetings

Diplomas or Transcripts

Library Circulation Files

Observations

Intra-and Interdistrict Data Comparison

SOURCES	INSTRUMENTS
Students	Student Survey
Parents	Parent Survey
Regular Teachers Special Education Teachers	Teacher Survey
Current Student Data	Student Folder Review
Related Services Staff	Related Services Staff Survey
Comparison to Other Districts	Special Education Enrollment Comparisons

SAMPLING TABLE

Prototypes	Actual Number in Prototype	Proportion in Prototype	Tentative* Prototype Sample Size	Final Prototype Sample Sizes
	Column 1	Column 2	Column 3	Column 4
502.1	24	.08	5	6**
502.2	180	.60	36	36
502.3	30	.10	6	6
502.4	39	.13	8	8
502.4(i)	9	.03	2	6**
502.5	9	.03	2	6**
502.6	9	.03	2	6**
TOTALS	300		61	

*In some cases, it may be necessary to "round off" your calculations to whole numbers.

**Increased to a sample of 6 because of the rule of including at least 6 students from each prototype.

Prototypes	Actual Number in Prototype	Proportion in Prototype	Tentative Prototype Sample Size	Final Prototype Sample Sizes	Sampling "Index"
	Column I	Column 2	Column 3	Column 4	Column 5
502.1	36	.07	4	6	6
502.2	362	.72	44	44	8
502.3	25	.05			
502.4	59				
502.4(i)	-				
502.5	15				
502.6	2				
TOTAL	499		60		

SPECIAL EDUCATION ENROLLMENT COMPARISON

(Instrument F)

Instructions to Administrator/Evaluator: This instrument is designed to take advantage of existing data which describes the numbers of children served by Chapter 766 programs. Your first task is to secure the most recent data available for your district, for the state, and (if possible) similar districts chosen for comparison. Two types of data are needed - overall prevalence figures and a breakout of students by prototype. Thus, two comparisons are to be made. Comparisons should be made among "same year" data.

Comparison #1 Directions

Fill in the following numbers:

Prevalence Figures

(Proportion of 766 students to total student population for: (7.1)

Your district _____

F.1 The State _____

*F.2 Similar districts 12.1

12.5

16.9

COMMENTS:

*The evaluator's judgment determines similar districts for comparisons.

School District and State Enrollment Information

School Year 1979 - 1980

Code	System Name	502.1	502.2	502.3	502.4	502.5	502.6	502.7	502.8	Total of Chapter 766 Students	Total School Population
	Sample City	36	382	25	31	15	2	3	5	499	3,564
	Proportion of District Total	.07	.77	.05	.06	.03	.002	.01	.01		
	State Total	10,724	80,423	15,165	17,339	4,468	835	1,005	1,923	132,875	1,107,292
	Proportion of State Totals	.08	.61	.11	.13	.03	.01	.01	.01		

SPECIAL EDUCATION ENROLLMENT COMPARISON

(Instrument F, Con't.)

Comparison #2 Directions

Compare your district's prototype data to the state and other prototype data. For each prototype, make the two comparisons.

F.3 With respect to prevalence by prototype, fill in the following table (11.1)

Prototype	District Prevalence	State Prevalence	Similar District Prevalence (Optional)		
			A	B	C
502.1	7.0	8.0	6.8	2.1	9.2
502.2	77.0	61.0	82.0	79.0	80.0
502.3	5.0	11.0	5.0	15.0	9.0
502.4	6.0	13.0	6.2	3.9	1.8
502.4 (i)	1.8	3.0	---	---	---
502.5	3.0	3.0	---	---	---
502.6	.2	1.0	---	---	---

Instrument A
Student Survey

For School Use
TOTAL = 180
Student Name
502,2
Date Prototype

Instruction to Teacher: Certain selected student(s) assigned to you are asked to respond to the questions in this survey. Please help them fill out this survey completely and make every effort not to influence their responses. Individual responses will be kept confidential and used only for program evaluation.

Return the completed form(s) to_____by_____.

Instruction to Student: Answer each question with an "x."

		true	not true	don't know doesn't apply
A.1	Gym helps me stay in shape and keep fit. (1.1)	155	25	0
A.2	I am easy to like. (1.2)	56	94	30
A.3	I like being the way I am. (1.2)	56	111	13
A.4	I am a good person. (1.2)	108	30	42
A.5	School work is fairly easy for me. (2.3)	119	50	11
A.6	I can get good grades if I want. (1.3)	128	30	22
*A.7	I often get discouraged in school. (2.3)	70	103	7
A.8	I am proud of my school work. (1.3)	106	54	20
A.9	I often volunteer to do things in class. (1.3)	117	42	21
*A.10	I find it hard to talk in front of the class. (1.3)	70	101	9
*A.11	I don't like to be called on in class. (1.3)	62	113	5
A.12	School makes me want to learn. (2.3)	113	61	6

*Note: Because of their negative wording these items should be scored by treating "NOT TRUE" responses as "TRUE" for other items.

--- RESULTS TABLE ---

Instrument A
Student Survey

DATE: _____

% SATISFACTORY BY PROTOTYPE

	.1	.2	.3	.4	.41	.5	.6	.7	.8a	.8b	.8c	.9	.11a	.11b
A.1 Gym helps me stay in shape and keep fit. (1.1)	91	86	64	89	87	93	91							
A.2 I am easy to like. (1.2)	87	37	61	85	56	85	62							
A.3 I like being the way I am. (1.2)	81	34	61	85	68	90	65							
A.4 I am a good person. (1.2)	82	78	63	85	59	85	64							
A.5 School work is fairly easy for me. (2.3)	92	70	65	85	88	91	89							
A.6 I can get good grades if I want. (1.3)	88	81	60	82	84	85	91							
A.7 I often get discouraged in school. (2.3)	96	40	97	75	73	72	96							
A.8 I am proud of my school work. (1.3)	81	66	65	87	77	82	68							
A.9 I often volunteer to do things in class. (1.3)	95	74	61	90	96	95	95							
A.10 I find it hard to talk in front of the class. (1.3)	78	41	63	72	92	76	91							
A.11 I don't like to be called on in class. (1.3)	96	35	62	85	74	90	75							
A.12 School makes me want to learn. (2.3)	95	65	58	90	62	95	68							
NUMBER OF STUDENTS IN SAMPLE:	24	180	30	39	9	9	9							

	Evaluation Question	Instrument	Data Source	Instrument Item Number	Criterion Level
1.1	Are students benefiting from regular physical education and special physical education?	A	Student Survey	A.1	
		B	Parent Survey	B.1	
1.2	Do students exhibit positive self concepts?	A	Student Survey	A.2, A.3, A.4	
		B	Parent Survey	B.2	
		C	Teacher Survey	C.1	
1.3	Do students develop positive values and attitudes?	A	Student Survey	A.6, A.8, A.9, A.10, A.11	
		B	Parent Survey	B.3	
		C	Teacher Survey	C.2	
2.1	Do students achieve a level of language art skills commensurate with their ability?	B	Parent Survey	B.4	
		D	Student Folder Review	D.1	
2.2	Do students achieve a level of mathematic skills commensurate with their ability?	B	Parent Survey	B.5	
		D	Student Folder Review	D.2	
2.3	Do students exhibit a desire to learn?	A	Student Survey	A.5, A.7, A.12	
		B	Parent Survey	B.6	
		C	Teacher Survey	C.3	

OUTLINE FOR FINAL REPORT

I. Introduction

- Who, Why, Where, How
- The Questions; The Sources

II. Procedures Used

- Goals, etc.
- Instruments
- Sampling Method
- Rates of Return
- Criteria

III. Results

- Completed Tables
- Factual Statements to Introduce Each Table
- "Executive Summary" Page

IV. Conclusions

- Strengths
- Suggested Areas for Improvement (Grouped by Evaluation Question)

V. Management Plan

- Program Improvement Management Plan
  (Handbook, pg. 90)

66

EXECUTIVE SUMMARY OUTLINE

INSTRUMENT _____

Dealt with: (Evaluation Questions)

_____

_____

_____

Most notable % Satisfactory were the following:

_____

_____

_____

Lowest % Satisfactory were the following:

_____

_____

_____

Limitations:

_____

_____

_____

A SIMPLIFICATION OF COMMON EVALUATION APPROACHES

APPROACH	PURPOSE	KEY ELEMENTS	PURVIEW EMPHASIZED	NAMES OF PROTAGONISTS	RISKS	PAYOFFS
GOAL BASED EVALUATION (used in the HANDBOOK)	to meassure attainment of program's objectives	goals, objectives questions, instrumentation, data reporting	SCHOOL POLICY MAKERS, MANAGERS	Dan Stufflebeam Mal Provus Egon Guba Ralph Tyler	ignore subtle or unintended effects of program	clear purpose; low burden; low bias in self evaluation
NATURALISTIC INQUIRY EVALUATION (or qualitative evaluation or ethnographic evaluation)	descriptive; analysis or process by which outcomes are produced	interviews, observations, documents analysis	SCHOOL POLICY MAKERS, MANAGERS	Egon Guba Robert Bogdan Michael Patton Steven Taylor Ray Rist	reliance on subjective observation & interpretation; time	good complement to goal based; comprehensive description of program process
GOAL FREE EVALUATION	to assess effects of program	ignore proponent claims, follow checklist	CONSUMERS	Michael Scriven	over-value documents & record keeping	data on effect with little co-option
ADVERSARY EVALUATION	to resolve a two-option choice	opposing advocates, cross-examination, the jury	EXPERT: JURISTIC	Tom Owens Murray Levine Bob Wolfe	personalistic superficial, time-bound	info. impact good; claims put to test
STUDENT GAIN BY TESTING	to measure student performance and progress	goal statements; test score analysis; discrepancy between goal and actuality	EDUCATIONAL PSYCHOL-OGISTS	Ralph Tyler Ben Bloom Jim Popham Mal Provus	oversimplify, educ'l aims; ignore processes	emphasize, ascertain student progress
INSTITUTIONAL SELF-STUDY BY STAFF	to review and increase staff effectiveness	committee work standards set by staff; discussion; professionalism	PROFESSORS, TEACHERS	National Study of School Evaluation Dressel	alienate some staff; ignore values of outsiders	increase staff awareness, sense of responsibility
BLUE-RIBBON PANEL	to resolve crises and preserve the institution	prestigious panel; the visit; review of existing data and documents	LEADING CITIZENS	James Conant Clark Kerr David Henry	postpone action; over-rely on intuition	gather best insights judgment
TRANSACTION-OBSERVATION	to provide understanding of activities and values	educational issues; classroom ovservation; case studies; pluralism	CLIENT, AUDIENCE	Lou Smith Parlett-Hamilton Rob Rippey Bob Stake	over-rely on subjective perceptions; ignore causes	produce broad picture of program; see conflict in values
MANAGEMENT ANALYSIS	to increase rationality in day-to-day decisions	lists of options; estimates; feedback loops; costs; efficiency	MANAGERS, ECONOMISTS	Leon Lessinger Dan Stufflebeam Mary Alkin	over-value efficiency; undervalue implicits	feedback for decision making
INSTRUCTIONAL RESEARCH	to generate explanations and tactics of instruction	controlled conditions, multivariate analysis; bases for generalization	EXPERIMEN-TALISTS	Lee Cronbach Julian Stanley Don Campbell	artificial conditions ignore the humanistic	new principles of teaching and materials development
SOCIAL POLICY ANALYSIS	to aid development of institutional policies	measures of social conditions and administrative implementation	SOCIOLOGISTS	James Coleman David Cohen Carol Weiss Mosteller-Moynihan	neglect of educational issues, details	social choices, constraints clarified
COMPLIANCE MONITORING	to measure compliance with laws and regulations	procedural and implementation review of minimum standards	LEGISLATORS, REGULATORS	Federal and State education agencies	limited to regulatory issues; process	accountable to legislators, consumers

Of course these descriptive tags are a great over-simplification. The approaches overlap. Different proponents and different users have different styles. Each protagonist recognizes one approach is not ideal for all purposes. Any one study may include several approaches. This is intended to show some typical, gross differences among contemporary evaluation activities.

This grid is adapted/updated from: Stake, R. E. Program Evaluation, Particularly Responsive Evaluation. Paper #5, Occassional Paper Series. Kalamazoo, Michigan: Evaluation Center, Western Michigan University, 1975.

Educational Goals

Product goals: These goals are derived from State Board of Education Goals and are concerned with student progress and student achievement.

1. PHYSICAL AND EMOTIONAL WELL-BEING; VALUES AND ATTITUDES

   Education should contribute to the learners' physical and emotional well-being, and cultivate the values and attitudes of all learners.

2. SKILLS AND KNOWLEDGE

   Education should develop in each learner the capacity and desire for the effective use of knowledge and skills such as reading, writing, speaking, and computation.

3. CITIZENSHIP AND RESPECT

   Education should provide each learner with experiences contributing to an understanding and respect for our democratic society and the rights and responsibilities of citizenship.

4. OCCUPATIONAL COMPETENCE

   Education should provide the learner with occupational skills, experience and attitudes that will be needed for initial and future job opportunities.

5. ENVIRONMENT

   Education should provide each learner with knowledge and attitudes concerning intelligent use of the environment.

6. CREATIVE INTERESTS AND TALENTS

   Education should provide each learner with opportunities to develop and express creative interests and talents.

Process goals: These process goals are derived from Chapter 766 Special Education Regulations and State Department of Education Compliance Review materials.

7. CHILD IDENTIFICATION AND EVALUATION

   Identification and evaluation procedures should ensure that special education programs are serving the intended recipients and facilitate sound educational planning for students.

8. PARENT AND PUBLIC INVOLVEMENT

   The school should encourage a working partnership involving parents and the public in school decisions.

9. FACILITIES AND RANGE OF SERVICES

   School facilities and the range of services offered to special education students should be of high quality and meet the unique needs of handicapped children.

10. STAFF DEVELOPMENT

    Staff development activities should improve the skills and attitudes of school personnel serving children with special needs.

11. LEAST RESTRICTIVE ENVIRONMENT

    TEAMS should make decisions which meet the intent of "Least Restrictive Environment" provisions in the law.

12. IEP EVALUATION

    The school district should use a system for determining which programs are successful and which programs are unsuccessful in meeting the needs of handicapped children, and redesign classroom programs when IEP goals are not being met.

WORKSHEET FOR PRODUCING
DISTRICT-WIDE RESULTS

	A	B	C
Prototype	% Satisfactory	Proportion In Prototype	Weighted Score
502.1	73	.15	10.95
502.2	62	.70	43.40
502.3	79	.10	7.90
502.4	81	.05	4.05
TOTAL		1.00	66.30

SECTION 4

OVERHEAD TRANSPARENCY MASTERS

NUMBER	TITLE	ACTIVITY PAGE
1	PURPOSES OF TRAINING	I-1
2	BLANK	I-2
3	PURPOSES OF EVALUATION	I-2
4	PROGRESSION OF GOALS TO EVALUATION QUESTIONS	II-2
5	SAMPLE, STUDENT SURVEY	II-2
6	SAMPLE, PARENT SURVEY	II-4
7	SAMPLE, TEACHER SURVEY	II-5
8	SAMPLE, STUDENT FOLDER REVIEW	II-5
9	SAMPLE, RELATED STAFF SURVEY	II-6
10	SAMPLE, SPECIAL EDUCATION ENROLLMENT COMPARISONS (F.1 & F.2)	II-6
11	SAMPLE, SPECIAL EDUCATION ENROLLMENT COMPARISONS (F.3)	II-6
12	INSTRUMENTS AND EVALUATION QUESTIONS	II-6
13	SAMPLING TABLE	III-1
14	ANSWERS FOR SAMPLING EXERCISE	III-3
15	LIST OF PROTOTYPES	V-3

* * *

16	COMPONENTS OF PROGRAM EVALUATION	VIII-1
17	STUFFLEBEAM CIPP MODEL	VIII-3

Purposes of Training

PRODUCING ATTITUDINAL CHANGE IN POTENTIAL EVALUATORS

IMPARTING INFORMATION TO POTENTIAL EVALUATORS TO DEVELOP CONFIDENCE & COMPETENCE IN CONDUCTING EVALUATIONS

TRAINING POTENTIAL EVALUATORS TO APPLY SPECIFIC SKILLS IN CONDUCTING SPECIAL EDUCATION PROGRAM EVALUATION

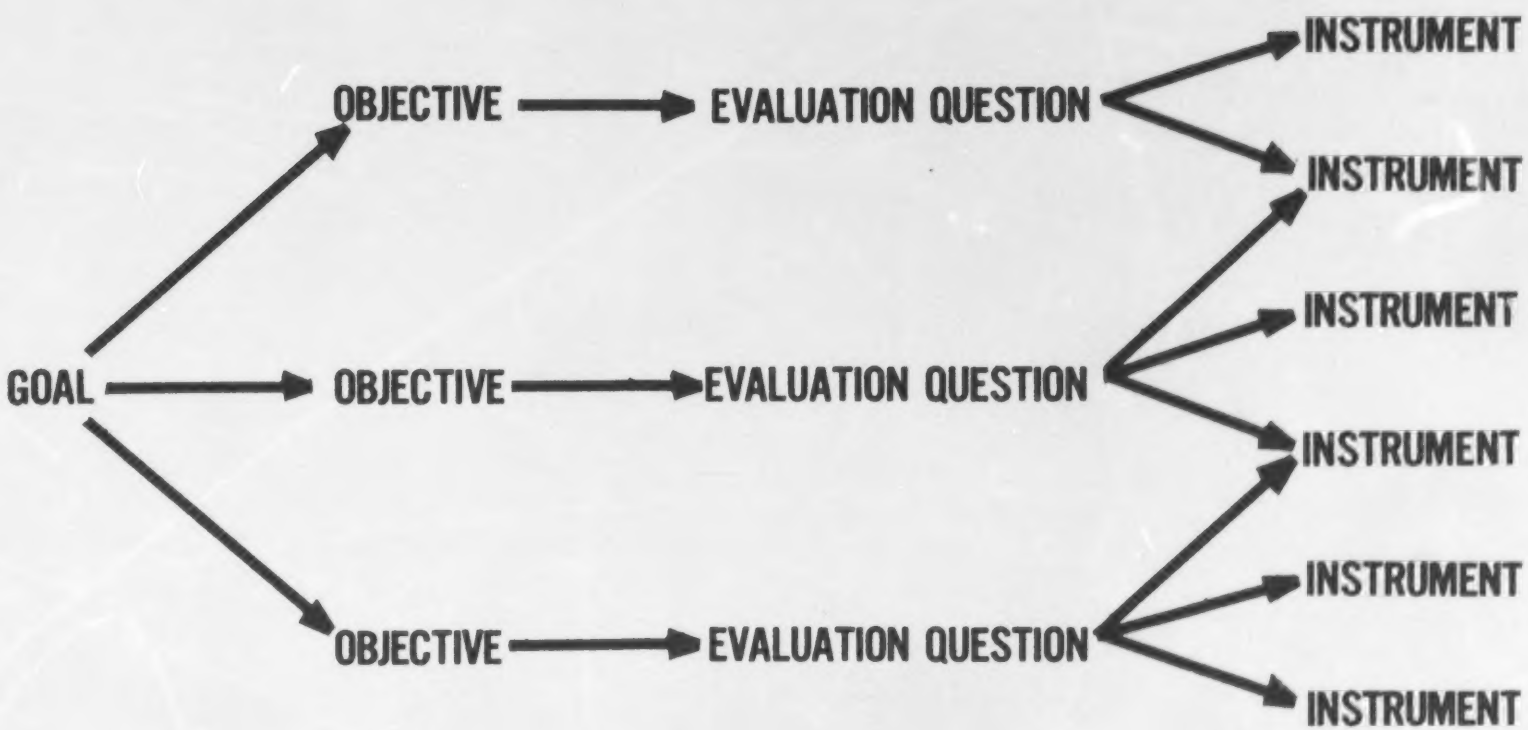
MASTER (3)

OHT-3

Purposes of Evaluation

OHT-4

Goals to Evaluation Questions



OHT-5

For School Use

_____ Student Name
_____ Prototype
_____ Date

Instrument A
Student Survey

Instruction to Teacher: Certain selected student(s) assigned to you are asked to respond to the questions in this survey. Please help them fill out this survey completely and make every effort not to influence their responses. Individual responses will be kept confidential and used only for program evaluation.

Return the completed form(s) to _____ by _____

Instructions to Student: Answer each question with an "x."

	TRUE	NOT TRUE	DON'T KNOW
A.1 Gym helps me stay in shape and keep fit. (1.1)			
A.2 I am easy to like. (1.2)			
A.3 I like being the way I am (1.2)			
A.4 I am a good person. (1.2)			
A.5 School work is fairly easy for me. (2.3)			

Instrument B
Parent Survey

For School Use

_____
Student name

_____
School code/prototype

_____
Date

Instructions to School Administrator/Evaluator: After selecting parents of children receiving Chapter 766 services using the recommended random sampling procedures, follow through to ensure that all selected parents respond to all of the survey questions.

Instructions to Parents: This survey is designed to evaluate your child's school program. Please answer each item with an "x." Your responses will be kept confidential and used only for program evaluation purposes. Return this completed form in the enclosed envelope to _____ _____ by _____.

	very much	some	very little	not at all	don't know
B.1 How much does your child benefit from the physical education program ? (1.1)	___	___	___	___	___
B.2 How much does the school program help your child feel good about himself / herself ? (1.2)	___	___	___	___	___
B.3 How much does the school program help your child develop good values and attitudes ? (1.3)	___	___	___	___	___

OHT-7

Instrument C
Teacher Survey

_____
Date

Instructions to Administrator: Distribute this program evaluation survey to regular education and special education teachers randomly selected to represent the school district. Follow through to ensure that all teachers respond to all of the survey questions.

Instructions to Teachers: This survey will be used solely for program evaluation purposes and your individual responses will be kept confidential. Please answer each item with an "x." Return the completed form to _____ _____ by _____ .

A. Name of teacher:

B. Position: ___ Special Education
___ Regular Education

C. Principal Prototype Served:

The students you serve are assigned to one of the categories listed below. Please check the prototype most representative of your students.

	very much	some	very little	not at all	don't know
C.1 How much does the school program help the students feel good about themselves ?(1.2)	___	___	___	___	___
C.2 How much does the school program foster the development of positive values and attitudes in the students ? (1.3)	___	___	___	___	___

Instrument D
Student Folder Review
"Return Page"

Student Prototype: 502. ( )

Date: _____

_____

Professional Rater Name

Proficiency Rating

D.1 This student is making satisfactory progress in language arts, given the student's ability and handicapping condition. (2.1)

___ yes ___ no _____ don't know/ cannot determine

D.2 This student is making satisfactory progress in mathematics, given the student's ability and handicapping condition. (2.2)

___ yes ___ no _____ don't know/ cannot determine

IEP Goal Review

D.3 The current IEP goals / objectives are stated clearly (12.3)

___ yes ___ no _____ don't know/ cannot determine

D.4 The goals / objectives are stated so that it is possible to judge whether a student will meet them. (12.3)

___ yes ___ no _____ don't know/ cannot determine

When fully completed, return this page only to:

_____ by _____

Administrator / evaluator Due Date

OHT-8

Instrument E
Related Services
Staff Survey

OHT-9

_____
Date

Instructions to Administrator / Evaluator: Distribute this program evaluation survey to all related services staff. Follow through to insure that all such staff respond to all of the survey questions.

Instructions to Related Services Staff: This survey will be used solely for program evaluation purposes and your individual responses will be kept confidential. Please answer each item with an "x." Return the completed form to _____ _____ by _____ .

A. Name: _____

B. Position: _____

C. Principal Prototype Served:

	very much	some	very little	not at all	don't know
E.1 (For secondary age level students) how much does the school program provide vocational training which prepares students to obtain their initial job ? (4.1)	___	___	___	___	___
E.2 (For secondary age level students) how much does the school program provide students with an awareness of the changing employment market ? (4.2)	___	___	___	___	___

Instrument F
Special Education
Enrollment Comparison

OHT-10

Instructions to Administrator / Evaluator: This instrument is designed to take advantage of existing data which describes the numbers of children served by Chapter 766 programs. Your first task is to secure the most recent data available for your district, for the state, and (if possible) similar districts chosen for comparison. Two types of data are needed– overall prevalence figures and a breakout of students by prototype. Thus, two comparisons are to be made. Comparisons should be made among "same year" data.

Comparison #1 Directions

Fill in the following numbers:

Prevalence Figures

(Proportion of 766 students to the total student populalation) for: (7.1)

Your district _____

F.1 The State _____

*F.2 Similar districts _____

_____

_____

COMMENTS:

*The evaluator's judgement determines similar districts for comparisons.

Comparison #2 Directions

Compare your district's prototype data to the state and other prototype data. For each prototype, make the two comparisons.

F.3 With respect to prevalence by prototype, fill in the following table (11.1):

Prototype	District Prevalence	State Prevalence	Similar District Prevalence (Optional)
502.1			
502.2			
502.3			
502.4			
502.4 (i)			
502.5			
502.6			
502.7			
502.8 (a)			
502.8 (b)			
502.8 (c)			
502.9			
502.11 (a)			
502.11 (b)			

COMMENTS:

Cross–Reference of Evaluation Questions and Data Collection Strategies

INSTRUMENTS	QUESTIONS ANSWERED
A – Student Survey	1.1, 1.2, 1.3, 2.3
B – Parent Survey	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 5.1,6.1, 8.1, 8.2, 12.3
C – Teacher Survey	1.2, 1.3, 2.3, 3.1, 3.2, 5.1, 6.1, 7.2, 9.1, 9.2, 9.3, 10.1, 10.2, 12.1, 12.2, 12.3
D – Student Folder Review	2.1, 2.2, 12.3
E – Related Services Staff Survey	4.1, 4.2, 5.1, 7.2, 8.1, 8.2, 9.1, 9.2, 9.3, 10.1, 10.2, 12.1, 12.2, 12.3
F – Special Education Enrollment Comparison	7.1, 11.1

Sampling Table

Total number of Chapter 766 students in the District	Minimum number of Chapter 766 students to be chosen for the sample
Less than 500	60
500 – 999	100
1000 – 2999	140
over 3000	180

Answers to Sample Calculations

PROTOTYPES	ACTUAL NUMBER IN PROTOTYPE	PROPORTION IN PROTOTYPE	TENTATIVE PROTOTYPE SAMPLE SIZE	FINAL PROTOTYPE SAMPLE SIZES	SAMPLING "INDEX"
	Column 1	Column 2	Column 3	Column 4	Column 5
502.1	36	.07	4	6	6
502.2	362	.72	44	44	8
502.3	25	.05	3	6	4
502.4	59	.12	7	7	8
502.4(i)	–	–	–	–	–
502.5	15	.03	2	6	3
502.6	2	.01	1	2	1
TOTAL	499		60	65	

List of Prototypes

- 502.1 Regular education with program modification
- 502.2 Regular education with no more than 25% time out
- 502.3 Regular education with no more than 60% time out
- 502.4 Substantially separate program
- 502.4(i) Substantially separate program other than public school regular education facility
- 502.5 Day school program
- 502.6 Residential school program
- 502.7 Home or hospital programs
- 502.8(a) Home-based programs (3–4 year olds)
- 502.8(b) Integrated center-based programs (3–4 year olds)
- 502.8(c) Separate center-based programs (3–4 year olds)
- 502.9 Diagnostic program
- 502.11(a) Programs for 16 through 21 year olds in other prototypes
- 502.11(b) TEAM-designed special programs (16–21 year olds)

Components of Program Evaluation

DEFINITION OF AN EVALUATION MODEL

COLLECTION OF EVALUATION INFORMATION

ANALYSIS OF DATA

REPORT WRITING AND PRESENTATION

APPLICATION OF EVALUATION FINDINGS

Stufflebeam's Model

CONTEXT

NEEDS / OBSTACLES / PROGRAM GOALS

INPUT

RESOURCES

PROCESS

ACTIVITIES / QUALITY (ALSO, COMPLIANCE)

PRODUCT

STUDENT LEARNING / SATISFACTION

APPENDIX A

PRETRAINING TEST FOR TRAINERS

To enhance comfort and skill levels, a future trainer should have a working knowledge of the HANDBOOK called Special Education Program Evaluation: A Management Tool (Massachusetts State Department of Education, 1981). This pretraining test is designed to provide feedback to the trainer with respect to an understanding of the major points included in the HANDBOOK and in the training sessions to come. The page number following each question refers the trainer to the location of the current answer in the HANDBOOK.

1. Evaluation of any program, be it special education or home economics is: (circle one) (pp. 1-114)
   a. like paying taxes, a necessary evil
   b. like a cold shower, usually helpful
   c. like rollerskating, only fun and safe if you know how to do it
   d. all of the above
2. In the HANDBOOK program evaluation refers to a district wide_____ _____designed to measure the extent to which _____ _____are being achieved. (p. 2)
3. What are the five stages forming the framework for evaluation activities? (p. 8)
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____

4. Stufflebeam's evaluation model can be abbreviated as CIPP. What does each letter stand for? C = _____ I = _____ P = _____ P = _____ (p. 9).

5. Describe the difference between a process evaluation and a product evaluation. (pp. 14-17) _____

_____

_____

6. This exercise is a type of formative or summative evaluation? (p. 21)

   a. formative
   b. summative
   c. both
   d. neither

7. How many goals are derived from Massachusetts State Board of Education Goals? (pp. 26-27)_____

8. Name at least one of the process goals derived from Chapter 766 regulations. (p. 27)_____

_____

9. Evaluation questions are derived from _____(p. 31)

10. List the data collection strategies utilized in this evaluation model. (p. 36)

    1._____ 4. _____

    2._____ 5. _____

    3._____ 6. _____

11. Why are samples, rather than entire populations used in data collection? (pp. 39-40)_____

_____

12. In order to ensure that the Student Folder Review (Instrument D) is administered properly, the rater preferably should <u>not</u> know the student. True or False (circle one) (p. 55)

13. The data analysis technique used in the HANDBOOK is: (circle one) (p. 65)

    a. %

    b. scaled scores

    c. means and standard deviation

14. The evaluation model described in the HANDBOOK is the only practical model for conducting special education program evaluation. True or False. (circle one) (pp. 109-114)

15. I now feel secure enough to handle participants' questions (even those from left field). True or False. (circle one) (pp. 1-114)

APPENDIX B

TECHNICAL ASSISTANCE FOR
ALTERNATIVE EVALUATION DESIGNS

Special education administrators and other persons who feel the need for using alternative evaluation designs should consult with experts before attempting such evaluations. Since the results from program evaluation suggest important management and policy decisions, it is important to ensure the validity of the evaluation design and application.

In order to successfully obtain technical assistance for the conduct of an evaluation with an alternative evaluation design, one should become familiar with the basics of the alternatives. The following is provided to the trainer as a beginning resource regarding two alternatives, goal free evaluation and naturalistic inquiry. A simplified grid describing 12 approaches to evaluation is also provided. The State Department of Education will assist districts in finding experts in special education program evaluation as requested.

Goal Free Evaluation

The HANDBOOK uses a goal based evaluation model. Certain goals were chosen as the focus for the evaluation because it was determined that these goals are the responsibility of the school program. These goals were derived from State Board of Education goals and certain tenets in special education laws. The selection of goals before evaluation begins has the following advantages:

1. The evaluation begins with a sense of purpose
2. A less-than-impartial evaluator (e.g., a project employee) cannot change the focus of the evaluation.

3. Evaluations in different districts can be discussed (with some limitations) in a comparative fashion.

4. No time is wasted measuring irrelevant goal attainment.

5. Extensive and time-consuming training concerning observation skills is not required.

6. Data collection methods which do not require excessive labor can be selected.

Goal free evaluation takes a distinctly different approach from goal based evaluation. Rather than specify the program goals before the evaluation, the evaluator sets out to identify the main effects of a program and assess their impact. Goal free evaluation should be done by an impartial, outside evaluator since program staff are often too close to the program to weigh the relative impact of effects, and identify effects that are not "official" program goals. Program proponent claims are ignored in a goal free evaluation; the evaluation can be most useful to consumer and policy groups.

Goal free evaluation is begun through Naturalistic Inquiry Evaluation (discussed later in this Appendix). The evaluator spends much time in observation and the analysis of existing records. Program effects are hypothesized. Then, formal instruments are designed to verify and quantify the hypothesized effects. Persons considering goal free evaluation should note that it has two drawbacks, cost and overemphasis on documented activities. The high cost in conducting goal free evaluation stems from the large number of observation hours required (with qualified observers) and the requirement that customized instruments must be developed for each district program to be evaluated. The mere fact that an activity is documented may cause it to be given undue emphasis or weight by novice evaluators;

in special education this may give certain regulatory functions more than their share of attention.

Although the payoffs of goal free evaluation can be high, it is suggested that it be conducted only by qualified outside evaluators, and only when the need for such information justifies the expense.

Naturalistic Inquiry Evaluation

The previous section has described the use of a goal free approach to program evaluation. Stake's work in the area of responsive evaluation was mentioned as an example of goal free evaluation. In the field of program evaluation the responsive approach is well suited to an evaluation methodology entitled "naturalistic inquiry". The following section will discuss some aspects of naturalistic inquiry applicable to evaluating a special education program. As such, we will refer to these techniques as naturalistic evaluation techniques.

The term "naturalistic evaluation" refers to evaluations designed to provide a slice-of-life description of the program as seen by the evaluator-observer in the natural setting of the classroom. As such, the evaluator provides the reader with a vicarious experience regarding the program.

The three primary naturalistic evaluation techniques include interviews, classroom observations, and document analysis. By using these three sources of data and the method of "triangularization", the evaluator converges on a subjective description of the process by which the program has been implemented. In fact, this extensive analysis of program implementation over time becomes the early focus of the evaluation. During this time, the evaluator develops hunches or hypotheses regarding why the program works or has problems and seeks to "test" or validate these hunches during

later observations, interviews or document analyses.

At a later stage, the focus of the evaluation turns to ascertaining what effects the program has had on the students. Parents, teachers and students may be interviewed, and case studies may be developed. In addition, the classroom observations may add to the examination of student growth in cognitive and affective areas.

The reader will note that little, if any emphasis is placed upon large scale testing procedures and statistical techniques. Instead, evaluation emphasis is placed upon description of the program implementation process and outcomes. Thus, the naturalistic evaluation technique can serve as an excellent follow-up to the goal-based approached recommended in the HANDBOOK. This is the case because the thorough documentation of program implementation using a naturalistic approach will often enable the evaluator to accurately pinpoint the reasons for both high and low levels of attainment of program goals in the goal based evaluation approach proposed in the HANDBOOK.

Evaluators who wish to learn more about naturalistic inquiry/evaluation techniques are encouraged to read the following three sources:

Bodgan, R. and Taylor, S. Introduction to qualitative research methods: A phenomenological approach to the social sciences. Wiley, N.Y. 1975.

Guba, E. Toward a methodology of naturalistic inquiry in educational evaluation. Center for the Study of Evaluation Monograph Series, Los Angeles, Ca. 1978.

Patton, M. Q. Qualitative evaluation methods. Sage Publications, Beverly Hills, Ca. 1980.

In addition to these sources evaluators may wish to seek assistance from evaluators experienced in naturalistic inquiry techniques. The Massachusetts Department of Education, Bureau of Research and Assessment will

be able to recommend such professionals. Also, the Center for Human Policy at Syracuse University, New York, may be of assistance in conducting these naturalistic evaluations.

A SIMPLIFICATION OF COMMON EVALUATION APPROACHES

APPROACH	PURPOSE	KEY ELEMENTS	PURVIEW EMPHASIZED	NAMES OF PROTAGONISTS	RISKS	PAYOFFS
GOAL BASED EVALUATION (used in the HANDBOOK)	to meassure attainment of program's objectives	goals, objectives questions, instrumentation, data reporting	SCHOOL POLICY MAKERS, MANAGERS	Dan Stufflebeam Mal Provus Egon Guba Ralph Tyler	ignore subtle or unintended effects of program	clear purpose; low burden; low bias in self evaluation
NATURALISTIC INQUIRY EVALUATION (or qualitative evaluation or ethnographic evaluation)	descriptive; analysis or process by which outcomes are produced	interviews, observations, documents analysis	SCHOOL POLICY MAKERS, MANAGERS	Egon Guba Robert Bogdan Michael Patton Steven Taylor Ray Rist	reliance on subjective observation & interpretation; time	good complement to goal based; comprehensive description of program process
GOAL FREE EVALUATION	to assess effects of program	ignore proponent claims, follow checklist	CONSUMERS	Michael Scriven	over-value documents & record keeping	data on effect with little co-option
ADVERSARY EVALUATION	to resolve a two-option choice	opposing advocates, cross-examination, the jury	EXPERT: JURISTIC	Tom Owens Murray Levine Bob Wolfe	personalistic superficial, time-bound	info. impact good; claims put to test
STUDENT GAIN BY TESTING	to measure student performance and progress	goal statements; test score analysis; discrepancy between goal and actuality	EDUCATIONAL PSYCHOL-OGISTS	Ralph Tyler Ben Bloom Jim Popham Mal Provus	oversimplify, educ'l aims; ignore processes	emphasize, ascertain student progress
INSTITUTIONAL SELF-STUDY BY STAFF	to review and increase staff effectiveness	committee work standards set by staff; discussion; professionalism	PROFESSORS, TEACHERS	National Study of School Evaluation Dressel	alienate some staff; ignore values of outsiders	increase staff awareness, sense of responsibility
BLUE-RIBBON PANEL	to resolve crises and preserve the institution	prestigious panel; the visit; review of existing data and documents	LEADING CITIZENS	James Conant Clark Kerr David Henry	postpone action; over-rely on intuition	gather best insights judgment
TRANSACTION-OBSERVATION	to provide understanding of activities and values	educational issues; classroom ovservation; case studies; pluralism	CLIENT, AUDIENCE	Lou Smith Parlett-Hamilton Rob Rippey Bob Stake	over-rely on subjective perceptions; ignore causes	produce broad picture of program; see conflict in values
MANAGEMENT ANALYSIS	to increase rationality in day-to-day decisions	lists of options; estimates; feedback loops; costs; efficiency	MANAGERS, ECONOMISTS	Leon Lessinger Dan Stufflebeam Mary Alkin	over-value efficiency; undervalue implicits	feedback for decision making
INSTRUCTIONAL RESEARCH	to generate explanations and tactics of instruction	controlled conditions, multivariate analysis; bases for generalization	EXPERIMEN-TALISTS	Lee Cronbach Julian Stanley Don Campbell	artificial conditions ignore the humanistic	new principles of teaching and materials development
SOCIAL POLICY ANALYSIS	to aid development of institutional policies	measures of social conditions and administrative implementation	SOCIOLOGISTS	James Coleman David Cohen Carol Weiss Mosteller-Moynihan	neglect of educational issues, details	social choices, constraints clarified
COMPLIANCE MONITORING	to measure compliance with laws and regulations	procedural and implementation review of minimum standards	LEGISLATORS, REGULATORS	Federal and State education agencies	limited to regulatory issues; process	accountable to legislators, consumers

Of course these descriptive tags are a great over-simplification. The approaches overlap. Different proponents and different users have different styles. Each protagonist recognizes one approach is not ideal for all purposes. Any one study may include several approaches. This is intended to show some typical, gross differences among contemporary evaluation activities.

This grid is adapted/updated from: Stake, R. E. Program Evaluation, Particularly Responsive Evaluation. Paper #5, Occassional Paper Series. Kalamazoo, Michigan: Evaluation Center, Western Michigan University, 1975.

APPENDIX C

SAMPLE FINAL REPORT

The following is a sample of a final report written after the conduct of a special education program evaluation. A full report is not included. The introductory information and data related to one section, the Student Survey, are appended for use by the trainer as additional handouts or simply as background for training session discussion.

A Report of the Special Education Program Evaluation

of the XYZ School District

Date, Year

I. INTRODUCTION

In the late Fall of 1981, a district-wide special education program evaluation was conducted in all schools in the XYZ district. The purpose of this evaluation was two-fold. First, to determine whether the XYZ special education program in general was serving the intended population in the manner consistent with district goals and, second, to determine whether Chapter 766 students within each prototype were being adequately educated.

The evaluation was carried out by district special education and pupil services staff under the direction of the Coordinator of Special Education. All programs within the district, as well as those in settings outside XYZ, were sampled to obtain the most widely representative information possible.

Using the Special Education Program Evaluation System, a goal-based method developed by the Massachusetts State Department of Education, a variety of sources was used to gather data. In order to collect relevant information, a random sample of students and their parents were surveyed. Regular and special education teachers and pupil services staff were also surveyed. A review of selected student records and district enrollment figures provided additional information.

II. PROCEDURES USED

Twelve goals of the Massachusetts State Board of Education were used as the bases for this evaluation. The goals relate to both the process and the product of education and are as follows. (Writer would then attach listing of 12 goals.)

From these goals, objectives and evaluation questions were derived. Instruments developed by the Massachusetts Department of Education to gather data from various sources which would answer those evaluation questions were used.

A. Student Survey

B. Parent Survey

C. Special Education and Regular Education Teacher Survey

D. Student Folder Review

E. Related Services Staff Survey

F. Special Education Enrollment Comparison

A random sample of 68 students were selected using a weighted method which allows a certain number per prototype based on the proportion of students in that prototype. The students selected randomly were surveyed, as were their parents, and a review was conducted of their school records. Similarly, a random sample of 81 teachers, both regular and special education teachers were sampled to be surveyed. All pupil services staff (21) received a survey.

As a result of a well conducted preliminary notification period, as well as an aggressive followup procedure, the rate of return for all instruments was very high. Specifically:

68 of 68 (100%) students surveyed

56 of 68 (82%) parents

35 of 40 (88%) special education teachers

46 of 50 (92%) regular education teachers

21 of 21 (100%) pupil services staff

As this was the first district-wide special education program evaluation, no numerical criteria were used as "cut off" scores to indicate satisfactory or unsatisfactory ratings. Instead, the results will be reported as the ratings themselves with an accompanying discussion of high and low ratings. At the time of the next program evaluation, these ratings will be compared to the ratings gained at that time to analyze program growth.

III. RESULTS: (Partial results reported only for sample purposes.)

The Student Survey was administered to a representative sample of students. Each of the district's six elementary schools, two middle schools and the high school were represented in the sample as were four private schools for special education and one collaborative.

The results table for Instrument A and the accompanying executive summary are attached.

Instrument A
Student Survey
"Results"

DATE: SAMPLE

PERCENTAGE OF STUDENTS RESPONDING SATISFACTORY

	PROTOTYPE*											
	.1	.2	.3	.4	.5	.6	.7	.8	.9	.11		
A.1 Gym helps me stay in shape and keep fit. (1.1)	100	74.2	100	86	100	100	100	100				
A.2 I am easy to like. (1.2)	100	51.1	96	43	50	100	0	100				
A.3 I like being the way I am. (1.2)	100	63	100	57	100	100	0	100				
A.4 I am a good person. (1.2)	100	90.6	100	100	100	100	0	100				
A.5 School work is fairly easy for me. (2.3)	95	64.5	84	28.1	50	0	100	100				
A.6 I can get good grades if I want. (1.3)	67	39.1	91.2	57	100	100	100	100				
A.7 I often get discouraged in school. (2.3)	50	40	24.4	0	100	0	0	100				
A.8 I am proud of my school work. (1.3)	33.3	67	100	70.8	100	0	0	100				
A.9 I often volunteer to do things in class. (1.3)	100	58.3	100	92	50	100	0	100				
A.10 I find it hard to talk in front of the class. (1.3)	88	71.9	50	0	100	100	0	100				
A.11 I don't like to be called on in class. (1.3)	100	55	100	0	100	100	0	100				
A.12 School makes me want to learn. (2.3)	100	82.3	100	75	100	100	100	100				
NUMBER OF STUDENTS IN SAMPLE:	6	43	6	8	2	1	1	1	--	--	68	STUDENTS

* NOT ALL PROTOTYPES USED FOR SAMPLE PURPOSES

EXECUTIVE SUMMARY

Instrument: Student Survey (Instrument A)

Dealt with evaluation questions:

1.1 Are students benefitting from regular and special physical education?

1.2 Do students exhibit positive self-concepts?

1.3 Do students develop positive values and attitudes?

2.3 Do students exhibit a desire to learn?

Most notable % satisfactory for all prototypes were the following:

A.1 Gym helps me stay in shape and keep fit.

A.3 I like being the way I am.

A.4 I am a good person.

A.12 School makes me want to learn.

Lowest % satisfactory for all prototypes were the following:

A.5 School work is fairly easy for me.

A.6 I can get good grades if I want.

A.7 I often get discouraged in school

A.8 I am proud of my school work.

Limitations:

1. It is unclear whether students in prototype 502.4 answered the negatively worded questions (A.7, A.10, A.11) accurately or were responding in a positive manner to all questions.

2. Sample of 1 in each of the prototypes 502.6, .7, .8 made results applicable only to those students.

IV. CONCLUSIONS (Incomplete for sample; this should represent all findings related to specific evaluation questions.)

The results of the Student Survey indicate that students perceive physical education as benefitting them and further, that they feel motivated by school.

Areas needing improvement, as indicated by the Student Survey, are those specifically related to students' self-concepts. Analyzing the questions by prototype, students in prototypes 502.2, .3 and .4 exhibited lowest scores in areas reflecting self confidence.

V. MANAGEMENT PLAN (A Program Improvement Management Plan should be completed for each program objective found to be deficient. In this sample, using only the Student Survey results, the Management Plan is as follows:)

Program Objective:

1.2 The students' educational program will enhance the self-concept of the student.

Prototypes Needing Improvement:

502.2, .3 and .4

Actions to be Taken/Timelines:

1. By September 30, a study will be completed as to the regular class and/or activities into which special education students are integrated.

2. By October 30, teachers of those subject areas will be identified and surveyed as to perceptions of the problem.

3. By November 30, a series of regular inservice meetings will be scheduled for identified staff. Such inservice will be provided in the areas of individualizing instruction, successful integration techniques, behavior management as well as areas of need identified by the teachers.

4. By May 30, all inservices scheduled will have been conducted and evaluated by participants for effectiveness.

5. In the annual reviews for each student in each of the prototypes .2, .3, and .4, consideration will be given to the need for individual or group counseling.

Personnel Responsible:

Coordinator of Special Education and Director of Guidance

Budget Needs:

None. Inservice costs built into a personnel development line in current budget.

Facilities Needs:

Inservice sessions will be conducted at the Teacher Center.

Target Criterion Levels for Next Formal Program Evaluation:

For questions relating to student self confidence, a rating of no less than 70% satisfactory will be sought.

APPENDIX D

SUMMARY EVALUATION FOR SPECIAL EDUCATION PROGRAM
EVALUATION TRAINING SESSION

Rate this session by circling
the number which reflects your response

	EXCELLENT 5	4	ADEQUATE 3	2	INADEQUATE 1
1. The pre-session communications were:	5	4	3	2	1
2. The organization of the session was:	5	4	3	2	1
3. The methods of presentation were:	5	4	3	2	1
4. The information covered today was:	5	4	3	2	1
5. The preparation and presentation of the trainer was:	5	4	3	2	1
6. The degree to which I gained new skills and information was:	5	4	3	2	1
7. Overall, I would rate this training session:	5	4	3	2	1

8. What additional information do you need?_____

_____

9. What would you suggest be done differently in the next training session?

_____

_____

_____

10. Additional Comments:_____

_____

_____

_____

APPENDIX E

TRAINING FOR

SPECIAL EDUCATION PROGRAM EVALUATION

NEEDS SURVEY

FORM A

NAME _____ DATE _____ EMPLOYER _____

IMPORTANT: Your responses to this survey will be used to customize special education in-service training that will be offered to you, and will be used to evaluate the effectiveness of such in-service. Your personally identifiable responses will be kept confidential, but group average responses will be calculated for the above purposes.

PRESENT POSITION:

- LEA Special Education Administrator ☐
- Chapter 766 Private School Administrator ☐
- Superintendent ☐
- Assistant Superintendent ☐
- Evaluation Consultant ☐
- Other (Specify) .....

MASSACHUSETTS DEPARTMENT OF EDUCATION REGION: (Check One)

1 ☐ Greater Boston Regional Ed. Center

2 ☐ Central Mass. Regional Ed. Center

3 ☐ Springfield Reg. Education Center

4 ☐ Northeast Reg. Education Center

5 ☐ Southeast Reg. Education Center

6 ☐ Pittsfield Reg. Education Center

7 ☐ Multiple/Other

How many formal Special Education Program Evaluations did you conduct during the last school year? .....

INSTRUCTIONS

PROGRAM EVALUATION COMPETENCIES:

This survey is designed to identify your needs with respect to evaluating special education programs. Please respond in terms of your present professional position.

The statements listed here pertain to competencies that have been identified as important to your professional capacity and the evaluation of special education programs.

Please read each competency statement carefully and rate your perception of your *present* and *desired* competency level. The skills listed represent a wide spectrum of competencies. Therefore, it is expected that each professional will have different strengths and weaknesses and may desire different levels for the listed competencies. There are no correct ratings. The appropriate answer to each competency rating is *your own perception.* Please complete *all* items. Each competency statement will be rated in the following two ways:

1. For each competency statement, insert in Column I a number from 1 to 5 to indicate your perception of your *present* ability to perform this skill.
2. Next, for each competency statement, insert in Column II a number from 1 to 5 to indicate how competent you feel you would like or *desire* to be in performing this skill.

The following scale should be used for both Column I and Column II ratings:

VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
1	2	3	4	5

EXAMPLE:	COLUMN I	COLUMN II
A. Develop alternative evaluation strategies.	3	3
Example A indicates that you presently feel that your competency in developing alternative evaluation strategies is *medium* and you would like it to be *medium.*		
B. Develop a contract with an external agency to conduct an evaluation.	2	5
Example B indicates that you presently feel that your competency in developing a contract with an external agency to conduct evaluation is *low* and you would like it to be *very high.*		

VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
1	2	3	4	5

	COLUMN I	COLUMN II
GENERAL KNOWLEDGE OF EVALUATION:		
1. State the purposes of special education program evaluation.		
2. Identify the components of a comprehensive program evaluation.		
3. Give examples of the components of an input evaluation.		
4. Give examples of the components of a process evaluation.		
5. Give examples of the components of a product evaluation.		
6. Distinguish between compliance monitoring and program evaluation.		
7. Discuss the process of evaluation as an analysis of discrepancies between established performance and actual performance.		
APPLICATIONS:		
A. Planning the Evaluation		
1. Identify program evaluation staff and responsibilities.		
2. Develop a realistic management plan which specifies evaluation activities, responsibilities and due dates.		
3. Select applicable program goals and objectives.		
4. Translate broad program goals into specific measurable objectives.		
5. Identify program standards for special education.		
6. State evaluation questions.		
7. Apply procedural safeguards in program evaluation.		

VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
1	2	3	4	5

	COLUMN I	COLUMN II
8. Develop proper evaluation strategies based upon stated evaluation questions.		
9. Review evaluation resources (time, money and manpower) for adequacy in conducting the projected evaluation activities.		
B. Conducting the Evaluation		
1. Identify needed data.		
2. Identify alternatives for data collection.		
3. Identify existing data sources.		
4. Assess the accuracy and utility of existing data.		
5. Assess the validity and reliability of existing measurement instruments.		
6. Select and/or design applicable measurement instruments.		
7. Field test selected instruments.		
8. Develop a sampling plan for data collection.		
9. Ensure time and cost efficiency of data collection procedures.		
10. Match data collection procedures with the evaluation design.		
11. Review data collection strategies in light of confidentiality guidelines.		
12. Train data collectors in the administration of the measurement instruments.		
13. Monitor the collection of the data for accuracy and completeness.		
14. Select statistical data analysis procedures which match evaluation questions.		
15. Select statistical data analysis procedures appropriate for the type of data collected.		

112

VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
1	2	3	4	5

	COLUMN I	COLUMN II
C. Reporting the Evaluation		
1. Outline the components of an evaluation report appropriate for parents, the community, the School Committee and the State.		
2. Write an evaluation report which is useful and understandable to the parents.		
3. Write an evaluation report which is useful and understandable to the community.		
4. Write an evaluation report which is useful and understandable to the School Committee.		
5. Write an evaluation report which is useful and understandable to the State.		
6. Provide proper interpretation of evaluation results.		
7. Develop sound recommendations based on the evaluation results.		
D. Acting on the Evaluation		
1. Develop a management plan and assign staff to address priority areas identified in the program evaluation report.		
2. Monitor staff progress in implementing the evaluation report recommendations.		
3. Use evaluation results to modify program procedures consistent with 506.2.		

INSTRUCTIONS

ATTITUDES TOWARD PROGRAM EVALUATION:

This section contains statements regarding attitudes toward program evaluation. Please rate the extent to which you agree with each statement using the scale below.

SCALE

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

1. Special education program evaluation is an integral part of program planning and administration. .....
2. Evaluations are worth the time invested to conduct them. .....
3. Evaluation information can be used to effect program changes. .....
4. Formal evaluations are more useful than personal observations. .....
5. Program evaluation information can be used to improve programs and services for special education students. .....

NOTE:
This Needs Assessment Survey was developed for the Massachusetts Department of Education.
Contractor: Associates in Professional Technologies, Inc., Box 7-125, West Hartford, CT 06107.

1981